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# Numbers in Action

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CURRICULUM FOUNDATION SERIES

# Numbers in Action

by Maurice L. Hartung

Henry Van Engen

Catharine Mahoney

and A. B. Evenson

W. J. Gage Limited

TORONTO MONTREAL



THIS IS THE SECOND BOOK OF THE BASIC MATHEMATICS PROGRAM, WHICH IS A UNIT OF THE CURRICULUM FOUNDATION SERIES,

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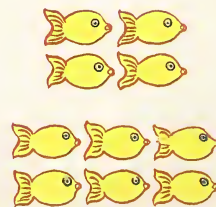
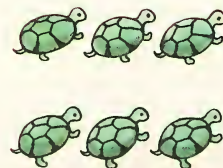
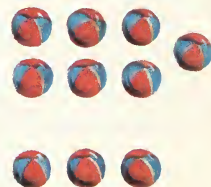
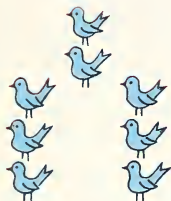
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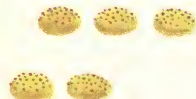
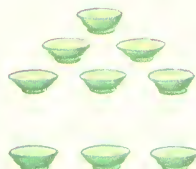
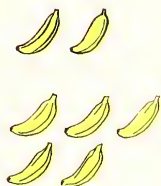
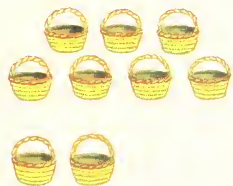


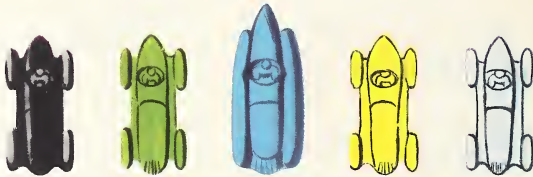
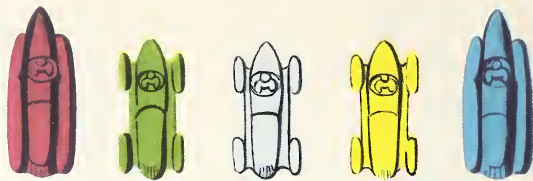






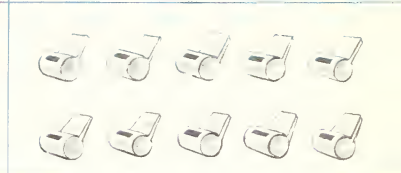
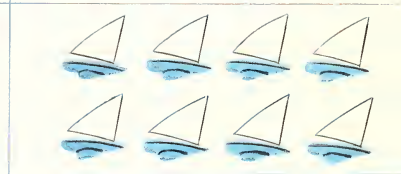
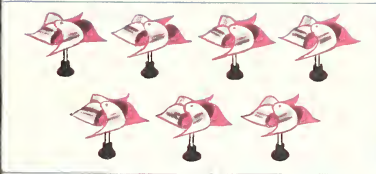
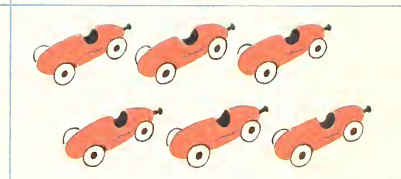
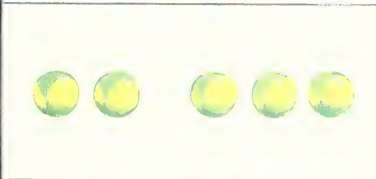
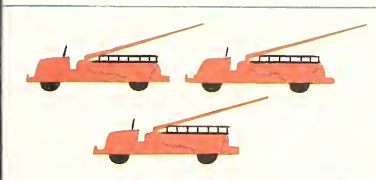
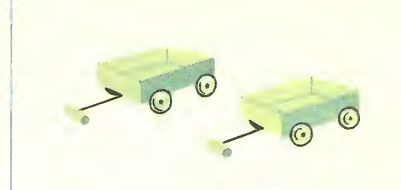






one	two	three	four	five	six	seven	eight	nine	ten
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1	2	3	4	5	6	7	8	9	10
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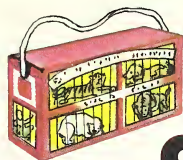


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**9¢**



**10¢**



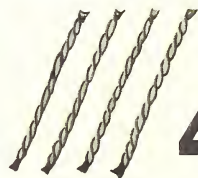
**10¢**



**5¢**



**5¢**



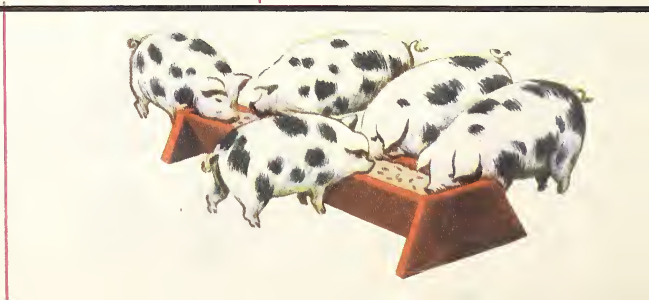
**4¢**

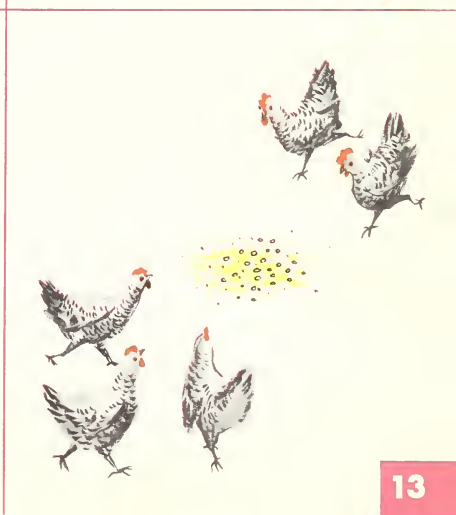
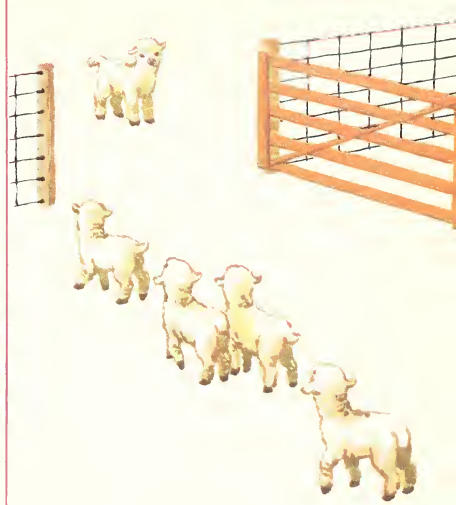


**10¢**



**7¢**





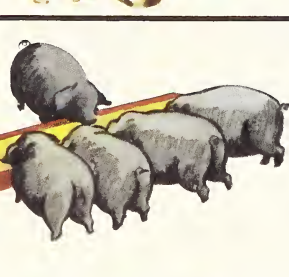
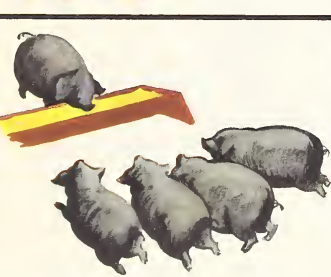




3 dogs are eating.  
 2 more dogs are running to eat.  
 Then 5 dogs will be eating.  
 3 dogs and 2 dogs are 5 dogs.  
 3 dogs plus 2 dogs are 5 dogs.



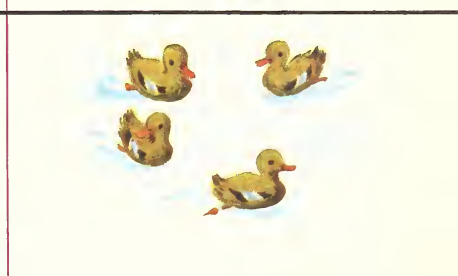
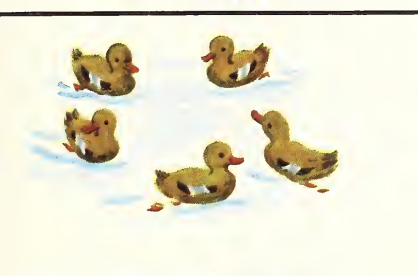
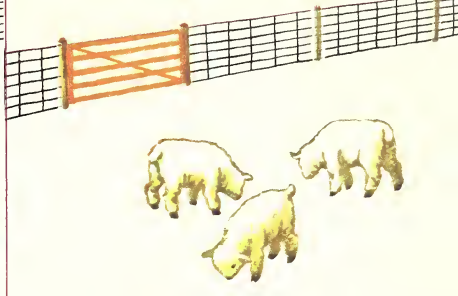
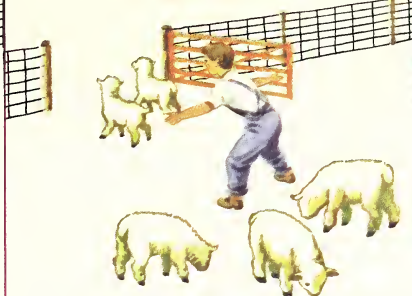
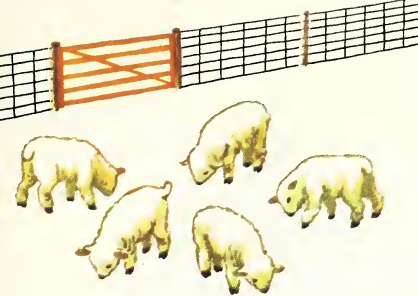
4 rabbits are in the yard.  
 1 more rabbit is running into the yard.  
 Then 5 rabbits will be in the yard.  
 4 rabbits and 1 rabbit are 5 rabbits.  
 4 rabbits plus 1 rabbit are 5 rabbits.



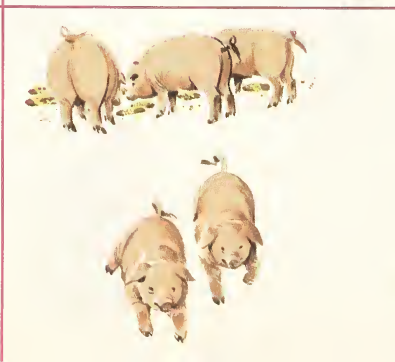
1 pig is eating.  
 4 more pigs are running to eat.  
 Then how many pigs will be eating?  
 1 pig and 4 pigs are 5 pigs.  
 1 pig plus 4 pigs is 5 pigs.



2 squirrels are eating.  
 3 more squirrels are running to eat.  
 Then how many squirrels will be eating?  
 2 squirrels and 3 squirrels are 5 squirrels.  
 2 squirrels plus 3 squirrels are 5 squirrels.



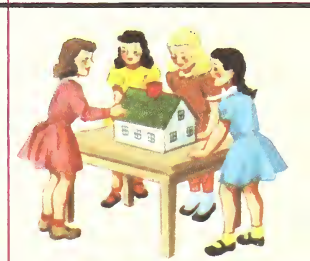
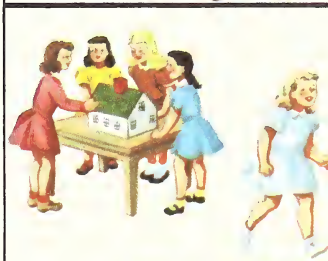




5 boys were playing ball.  
3 boys are going away.  
Then 2 boys are left to play ball.  
5 boys minus 3 boys are 2 boys.



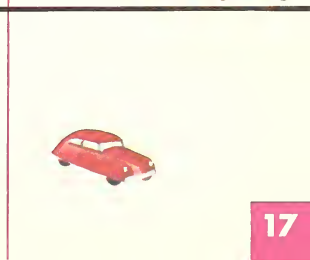
5 girls were playing house.  
1 girl is going away.  
Then 4 girls are left to play house.  
5 girls minus 1 girl are 4 girls.

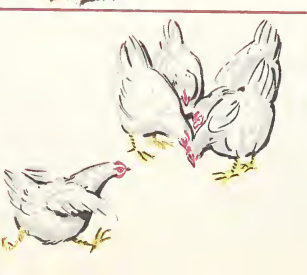
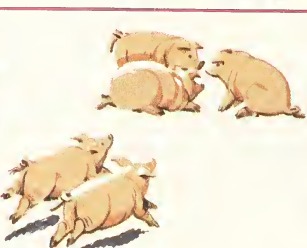
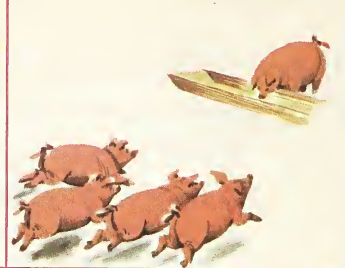
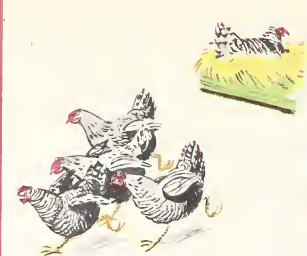
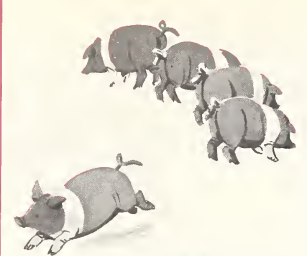





5 dolls were in the yard.  
Carol took 2 dolls into the house.  
Then how many dolls were in the yard?  
5 dolls minus 2 dolls are 3 dolls.






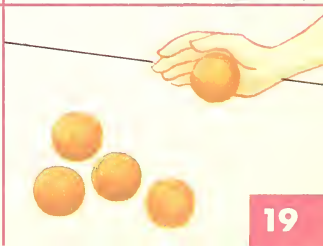
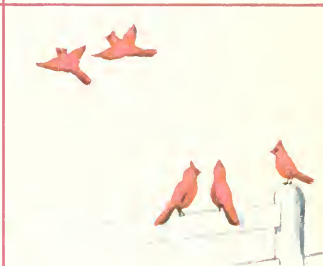
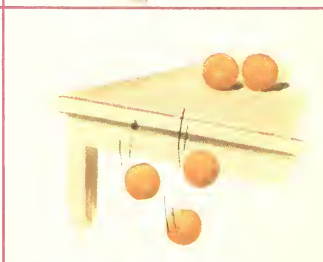
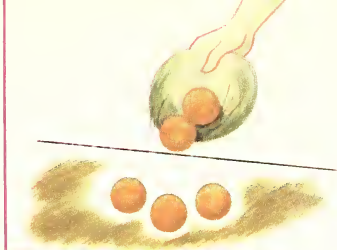
5 toy cars were in the yard.  
A boy took away 4 of the toy cars.  
Then how many toy cars were in the yard?  
5 cars minus 4 cars are 1 car.





- A** 3 oranges plus 2 oranges are  oranges.
- B** 5 birds minus 2 birds are  birds.
- C** 1 bird plus 4 birds is  birds.
- D** 5 oranges minus 3 oranges are ~~~~~
- E** 4 oranges plus 1 orange are ~~~~~
- F** 5 birds minus 4 birds are ~~~~~
- G** 2 birds plus 3 birds are ~~~~~
- H** 5 oranges minus 1 orange are ~~~~~

- A** 4 chickens plus 1 chicken are ~~~~~
- B** 5 pigs minus 2 pigs are  pigs.
- C** 5 kittens minus 4 kittens are ~~~~~
- D** 2 chickens plus 3 chickens are ~~~~~
- E** 5 dogs minus 1 dog are  dogs.
- F** 5 kittens minus 3 kittens are ~~~~~
- G** 3 pigs plus 2 pigs are ~~~~~
- H** 1 dog plus 4 dogs is  dogs.
- I** 5 chickens minus 3 chickens are ~~~~~
- J** 2 dogs plus 3 dogs are ~~~~~
- K** 1 pig plus 4 pigs is ~~~~~
- L** 5 chickens minus 4 chickens are ~~~~~









2 children are playing in the yard.  
1 more child is running to play.  
Then how many children are playing?  
2 children plus 1 child are 3 children.

1 child has some apples.  
2 children are running for some apples.  
Then how many children have apples?  
1 child plus 2 children is 3 children.

Don has 3 boats.  
He is going to put 1 boat away.  
Then how many boats are left?  
3 boats minus 1 boat are 2 boats.

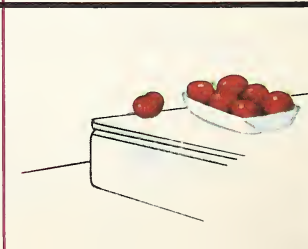
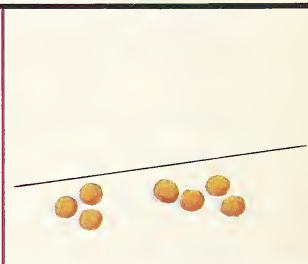
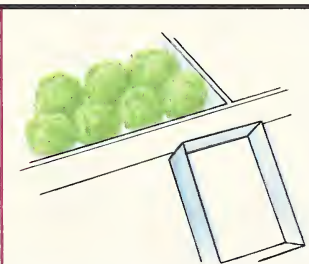
3 dogs were playing with Billy.  
2 of the dogs are running to play with Don.  
Then Billy will have  dog to play with.  
3 dogs minus 2 dogs are 1 dog.

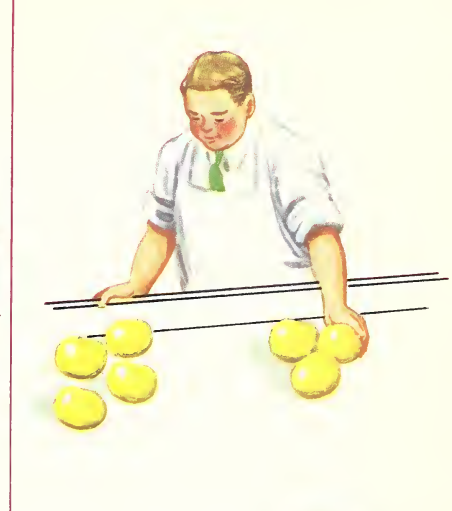
2 girls plus 1 girl are  girls.

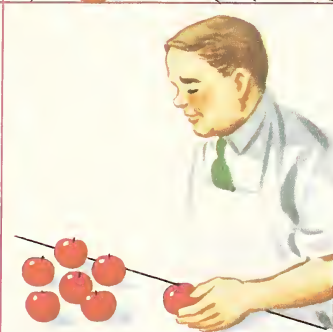
3 bottles minus 1 bottle are  bottles.

1 boy plus 1 boy is  boys.









How many cookies are in the big box?

How many more are going into this big box?

Then how many cookies will be in the box?

3 cookies and 4 cookies are 7 cookies.

3 cookies plus 4 cookies are  cookies.

How many oranges are in the box?

How many more are going into the box?

Then how many oranges will be in the box?


5 oranges and 2 oranges are 7 oranges.


5 oranges plus 2 oranges are  oranges.


2 bottles and 5 bottles are 7 bottles.


2 bottles plus 5 bottles are  bottles.


6 apples and 1 apple are 7 apples.

6 apples plus 1 apple are .

1 can and 6 cans are  cans.

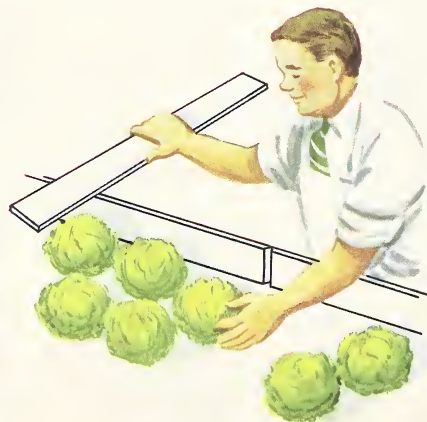
1 can plus 6 cans is .


4 bottles and 3 bottles are  bottles.

4 bottles plus 3 bottles are .




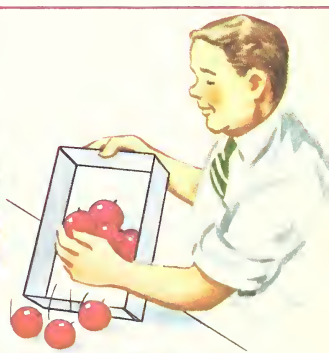




How many boxes are there in all?  
 How many boxes is the man taking away?  
 How many boxes will be left?  
 7 boxes minus 2 boxes are  boxes.



How many cans are there in all?  
 How many cans is the man taking away?  
 How many cans will be left?  
 7 cans minus 5 cans are  cans.



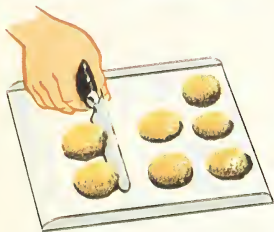
How many oranges are there in all?  
 How many oranges is the man taking away?  
 How many oranges will be left?  
 7 oranges minus 6 oranges are ~~~~~

How many apples are there in all?  
 How many apples is he taking from the box?  
 How many apples will be left in the box?  
 7 apples minus 3 apples are ~~~~~





7 bottles minus 1 bottle are ~~~~~


7 cans minus 4 cans are ~~~~~








A 7 bags minus 5 bags are  bags.


B 4 bags plus 3 bags are  bags.


C 7 plants minus 1 plant are .

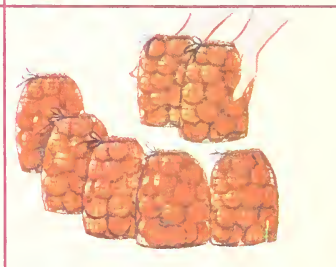
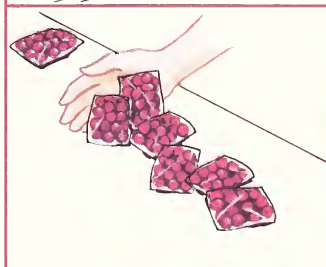
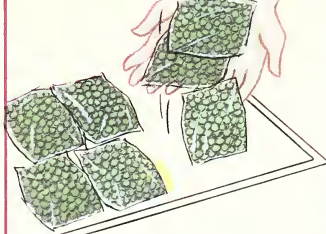
D 5 bags plus 2 bags are  bags.


E 1 plant plus 6 plants is .


F 2 plants plus 5 plants are .


G 7 bags minus 6 bags are .


H 7 plants minus 3 plants are  plants.





A 7 cans minus 4 cans are  cans.


B 3 apples plus 4 apples are  apples.

C 7 cookies minus 2 cookies are .


D 3 bottles minus 2 bottles are .


E 1 cookie plus 2 cookies is  cookies.


F 5 apples minus 3 apples are .


G 6 cookies plus 1 cookie are  cookies.

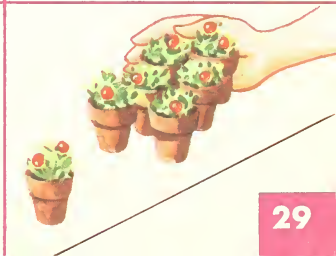
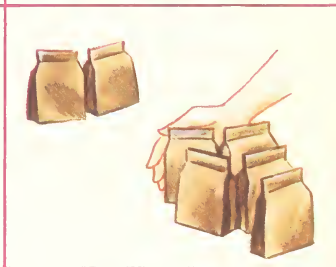
H 2 bottles plus 3 bottles are  bottles.

I 5 cans plus 2 cans are  cans.

J 7 cookies minus 5 cookies are .

K 7 bottles minus 3 bottles are .

L 1 apple plus 6 apples is .





How many girls are standing at the store?  
 How many more girls are going to the store?  
 Then how many girls will be at the store?

3 girls plus 4 girls are 7 girls.

3 girls + 4 girls are 7 girls.

3 plus 4 is 7.

3 + 4 is 7.

How many boys are standing in the yard?  
 How many boys are running into the yard?  
 Then how many boys will there be?

2 boys plus 3 boys are 5 boys.

2 boys + 3 boys are 5 boys.

2 plus 3 is 5.

2 + 3 is 5.



**A** 5 + 2 is

**H** 3 + 2 is

**B** 2 + 1 is

**I** 6 + 1 is

**C** 1 + 6 is

**J** 1 + 2 is

**D** 4 + 3 is

**K** 2 + 5 is

**E** 4 + 1 is

**L** 1 + 4 is

**F** 2 + 5 is

**M** 6 + 1 is

**G** 1 + 1 is

**N** 2 + 1 is

How many cars do the boys have?  
 How many cars is Don taking away?  
 How many cars will be left?  
 7 cars minus 2 cars are 5 cars.  
 7 cars—2 cars are 5 cars.  
 7 minus 2 is 5.  
 7—2 is 5.

How many girls are there in all?  
 How many girls are going away?  
 How many girls will be left?  
 5 girls minus 3 girls are 2 girls.  
 5 girls—3 girls are 2 girls.  
 5 minus 3 is 2.  
 5—3 is 2.

**A** 5—4 is ■■■

**B** 7—1 is ■■■

**C** 3—2 is ■■■

**D** 7—6 is ■■■

**E** 7—3 is ■■■

**F** 3—1 is ■■■

**G** 5—1 is ■■■

**H** 5—2 is ■■■

**I** 3—1 is ■■■

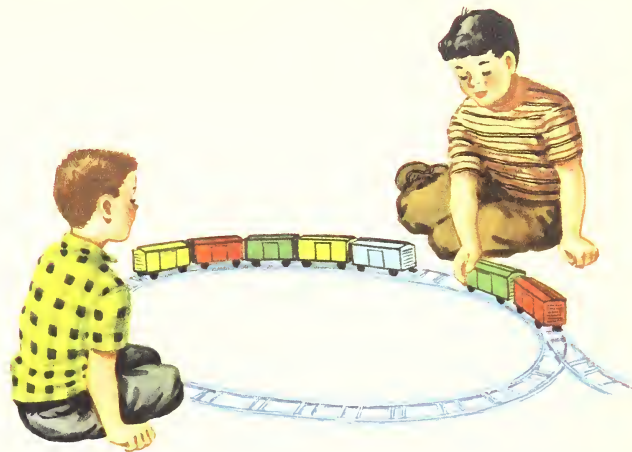
**J** 7—4 is ■■■

**K** 5—1 is ■■■

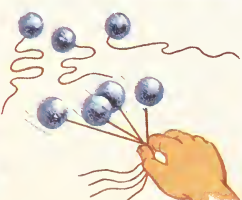
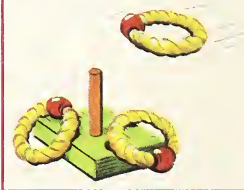
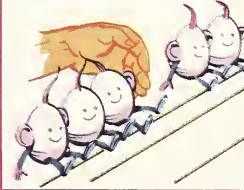
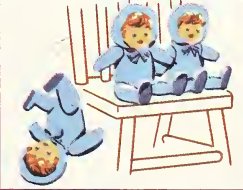
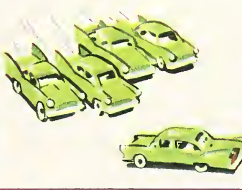
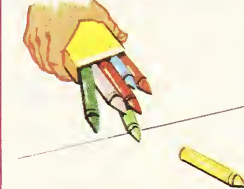
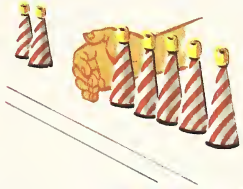
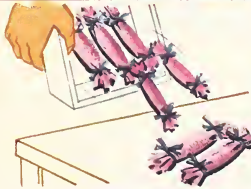
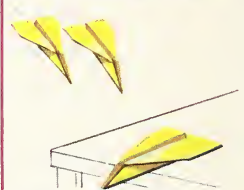
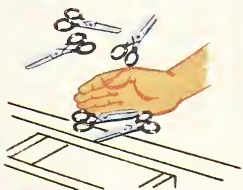
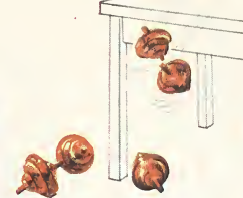
**L** 7—5 is ■■■

**M** 5—3 is ■■■

**N** 7—6 is ■■■















































- A 1+1 is 2.
- B 1+2 is 3.
- C 2+1 is 3.
- D 1+4 is 5.
- E 4+1 is 5.
- F 2+3 is 5.
- G 3+2 is 5.
- H 1+6 is 7.
- I 6+1 is 7.
- J 2+5 is 7.
- K 5+2 is 7.
- L 3+4 is 7.
- M 4+3 is 7.

- A 2-1 is 1.
- B 3-1 is 2.
- C 3-2 is 1.
- D 5-1 is 4.
- E 5-2 is 3.
- F 5-3 is 2.
- G 5-4 is 1.
- H 7-1 is 6.
- I 7-2 is 5.
- J 7-3 is 4.
- K 7-4 is 3.
- L 7-5 is 2.
- M 7-6 is 1.





- A 4+1 is 
- B 1+6 is 
- C 2+5 is 
- D 3+4 is 
- E 2+3 is 
- F 5+2 is 
- G 1+2 is 
- H 3+2 is 

- I 5-3 is 
- J 3-1 is 
- K 7-5 is 
- L 5-4 is 
- M 3-2 is 
- N 7-3 is 
- O 5-2 is 
- P 7-4 is 

- A Two boats plus one boat are  boats.
- B 5 balls minus 2 balls are  balls.
- C 2 oranges plus 5 oranges are 
- D 3 kittens plus 2 kittens are  kittens.
- E Seven cows minus four cows are  cows.
- F 5 pigs minus 4 pigs are 
- G Seven bags minus six bags are 
- H 3 chickens plus 4 chickens are 
- I 5 baskets minus 3 baskets are 
- J One box plus four boxes is  boxes.
- K Seven birds minus two birds are 
- L Four books plus three books are 
- M 2 squirrels plus 3 squirrels are 
- N Seven dolls minus five dolls are 
- O 3 bottles minus 1 bottle are 
- P Six children plus one child are 
- Q Five wagons plus two wagons are 
- R 4 plants plus 1 plant are  plants.
- S Three apples minus two apples are 
- T Seven rabbits minus three rabbits are 
- U Five men minus one man are  men.
- V 1 child plus 2 children is 







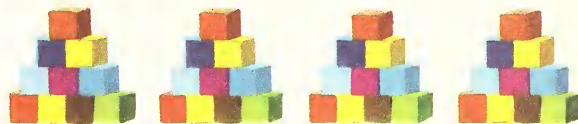
How many rabbits are eating?  
 How many rabbits are running to eat?  
 Then how many rabbits will be eating?  
 5 rabbits plus 2 rabbits are ~~~~~  
 Add 5 rabbits and 2 rabbits.  
 Then you have 7 rabbits.

- A** Add 5 and 2.  $5+2$  is 
- B** Add 3 and 1.  $3+1$  is 
- C** Add 1 and 1.  $1+1$  is 
- D** Add 4 and 3.  $4+3$  is 

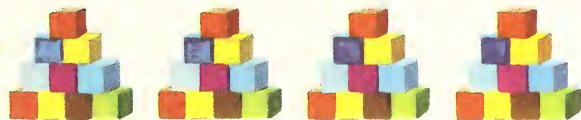


How many dogs are there in all?  
 How many dogs are running away?  
 Then how many dogs will be left?  
 5 dogs minus 1 dog are ~~~~~  
 Subtract 1 dog from 5 dogs.  
 Then you have 4 dogs.

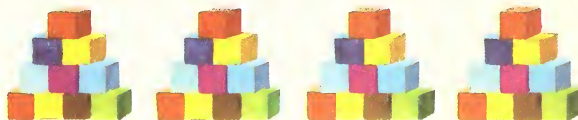
- E** Subtract 1 from 5.  $5-1$  is 
- F** Subtract 2 from 7.  $7-2$  is 
- G** Subtract 1 from 3.  $3-1$  is 
- H** Subtract 5 from 7.  $7-5$  is 



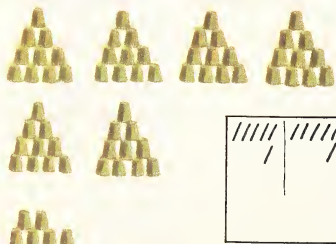
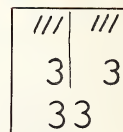
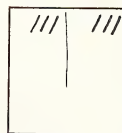
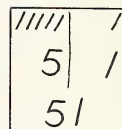
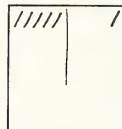
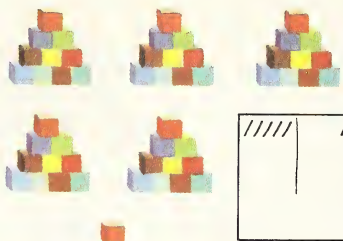
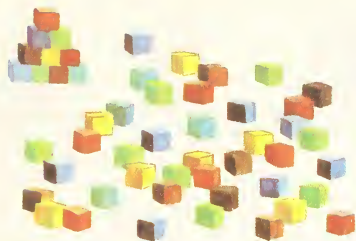
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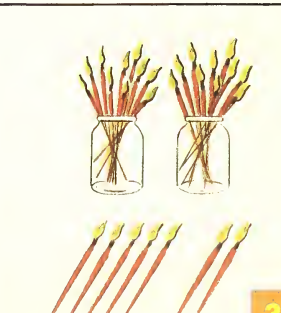
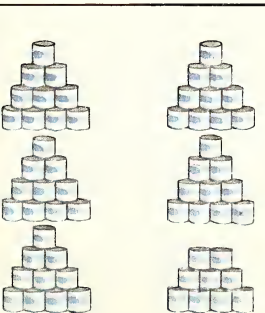
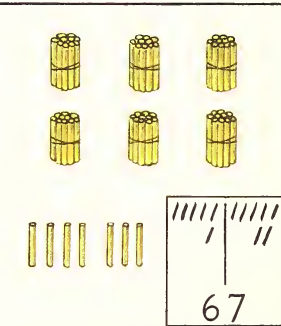
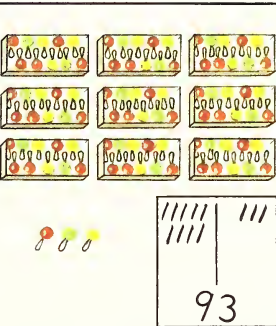
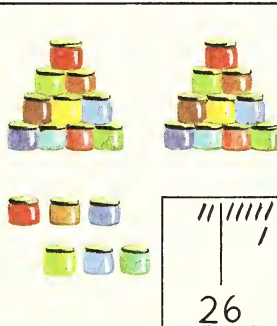
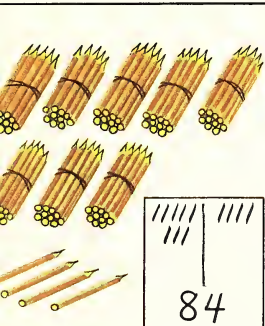
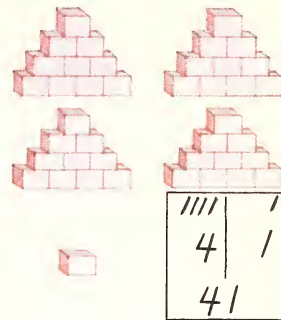
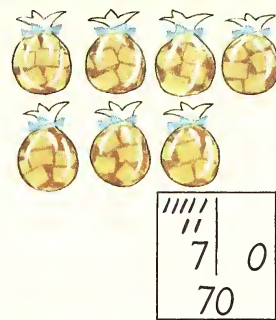
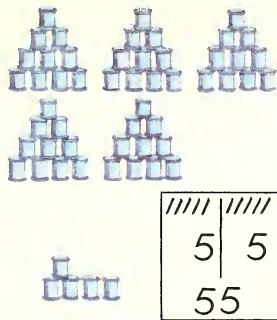
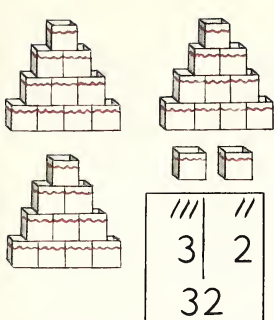
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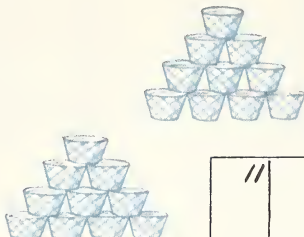


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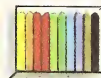
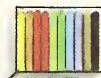


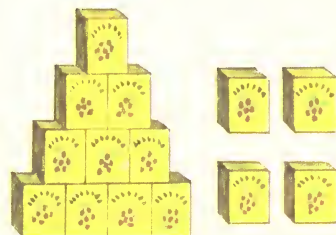
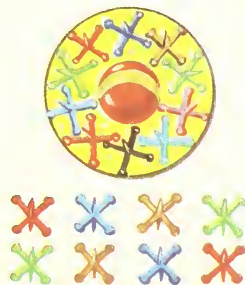
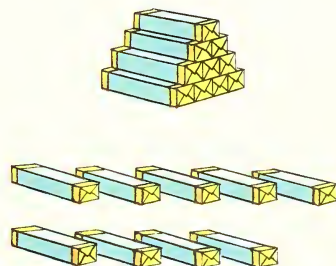
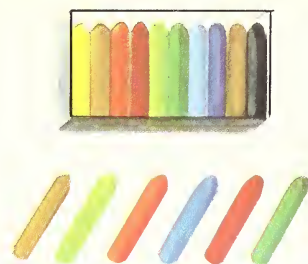
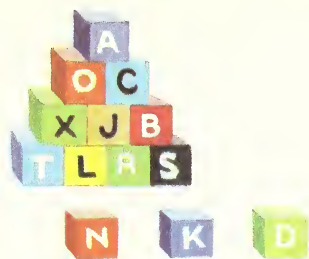
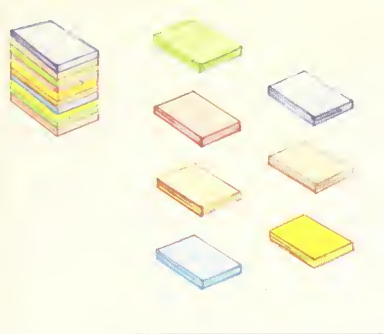
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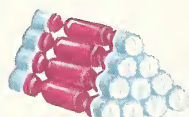
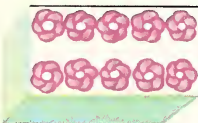
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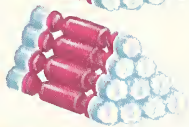
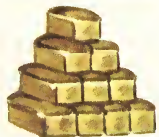
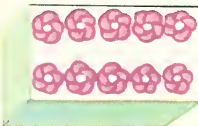
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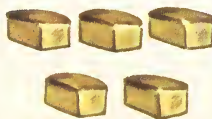
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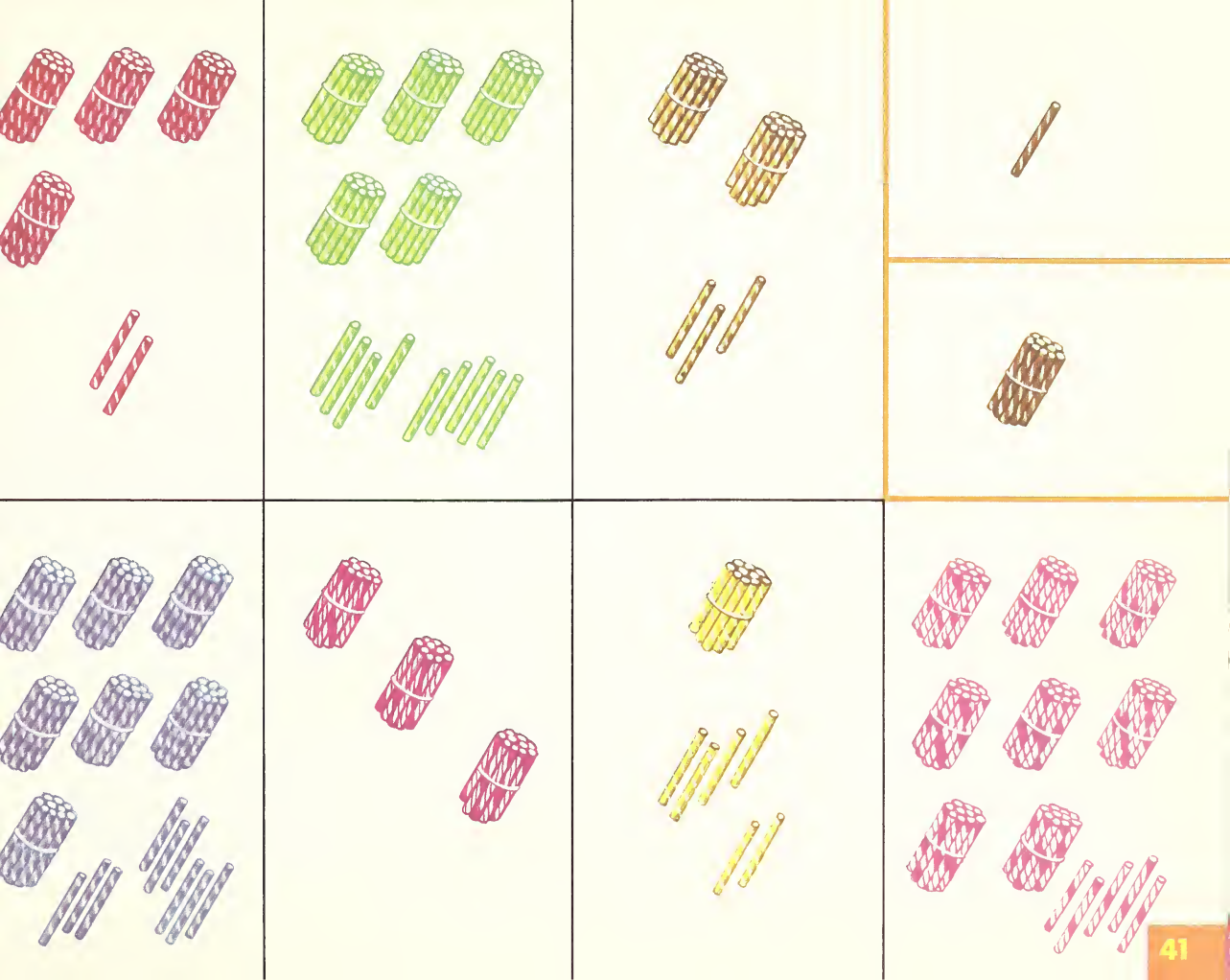


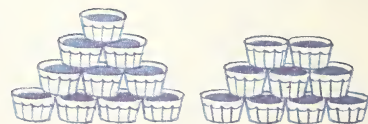
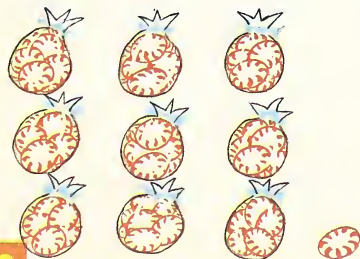
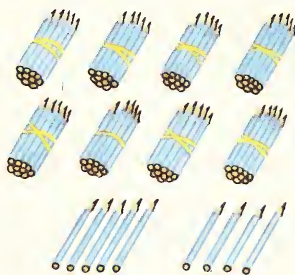
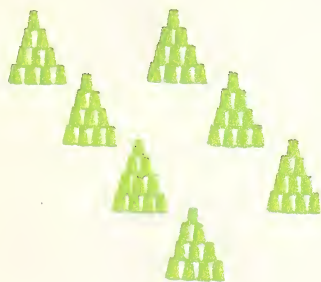
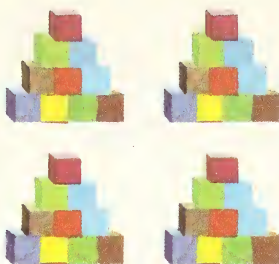
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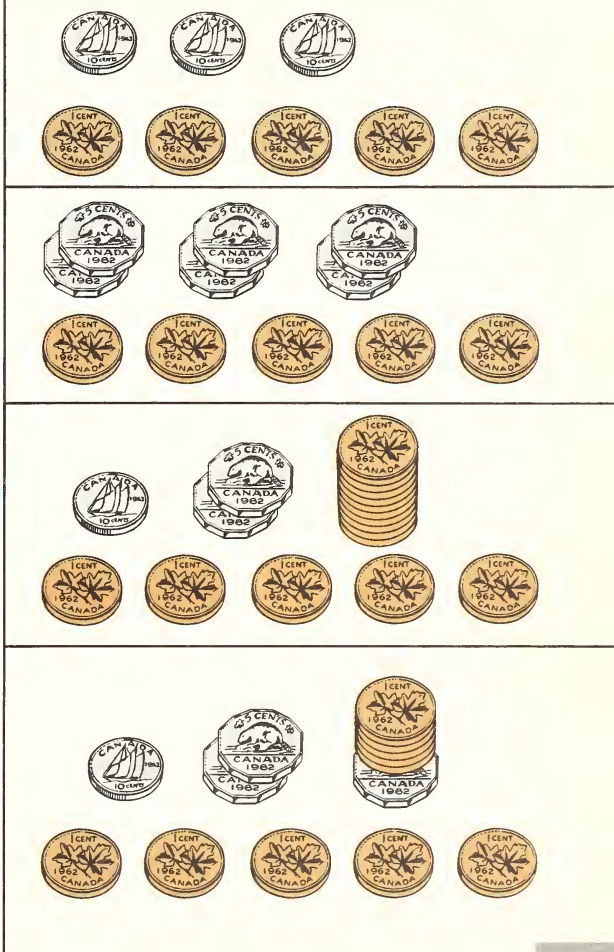
29















- A Don has  $\text{₹}100$ .
- B Carol has  $\text{₹}100$ .
- C Has Carol more money than Don?
- D Tom has  $\text{₹}100$ .
- E Ellen has  $\text{₹}100$ .
- F Has Tom more money than Ellen?
- G Has Tom less money than Ellen?
- H Has Ellen more money than Tom?
- I Ellen is taking  $\text{₹}100$  away.
- J Ellen will have  $\text{₹}100$  left.
- K Will Ellen have less money than Tom?
- L Nancy has  $\text{₹}100$ .
- M Billy has  $\text{₹}100$ .
- N Has Nancy more money than Billy?
- O Has Billy less money than Ellen?
- P Has Tom less money than Don?
- Q Don and Carol have  $\text{₹}100$  in all.
- R Tom and Ellen have  $\text{₹}100$  in all.
- S Don, Carol, and Ellen have  $\text{₹}100$  in all.
- T Ellen and Nancy have  $\text{₹}100$  in all.
- U Don and Tom have  $\text{₹}100$  in all.
- V In all there are  $\text{₹}100$  in pennies.









Carol has made 4 snowmen.

How many snowmen has Don made?

How many snowmen are there in all?

4 snowmen plus 2 snowmen are ~~~~~

4 plus 2 is ■■■

4 + 2 is ■■■

How many sleds do the boys have?

How many sleds are there for the girls?

How many sleds are there in all?

3 sleds plus 3 sleds are ~~~~~

3 plus 3 is ■■■

3 + 3 is ■■■

How many children are on the sled?

How many children are running to the sled?

5 children plus 1 child are ~~~~~

5 plus 1 is ■■■

5 + 1 is ■■■

2 snowballs plus 4 snowballs are ~~~~~

2 plus 4 is ■■■

2 + 4 is ■■■

3 boys plus 3 boys are ~~~~~

3 plus 3 is ■■■

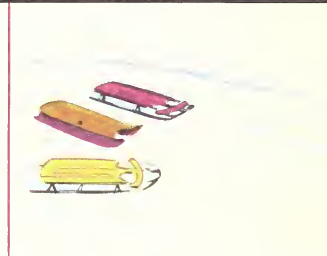
3 + 3 is ■■■

1 boy plus 5 boys is ~~~~~

1 plus 5 is ■■■

1 + 5 is ■■■







How many sleds has Don made?

How many sleds is Don taking away?

How many sleds will be left?

6 sleds minus 3 sleds are ~~~~~

6 sleds minus 3 sleds equal ■ sleds.

6 minus 3 is ■       $6 - 3$  equals ■



How many pictures has Ellen made?

How many pictures is Ellen taking away?

How many pictures will be left?

6 pictures minus 1 picture are ~~~~~

6 pictures minus 1 picture equal ~~~~~

6 minus 1 is ■       $6 - 1$  equals ■



6 pictures minus 2 pictures equal ~~~~~

6 minus 2 is ■       $6 - 2$  equals ■

6 snowmen minus 5 snowmen equal ~~~~~

6 minus 5 equals ■       $6 - 5$  equals ■



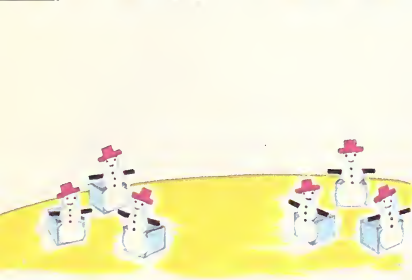
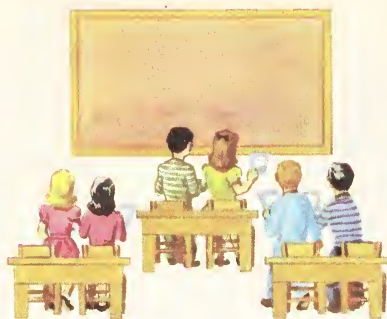
6 sleds minus 4 sleds equal ~~~~~

6 minus 4 equals ■       $6 - 4$  equals ■

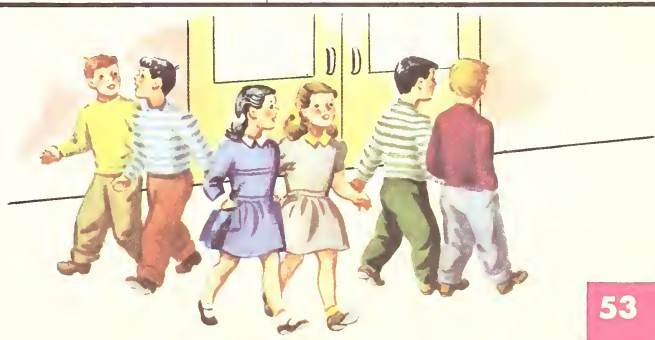
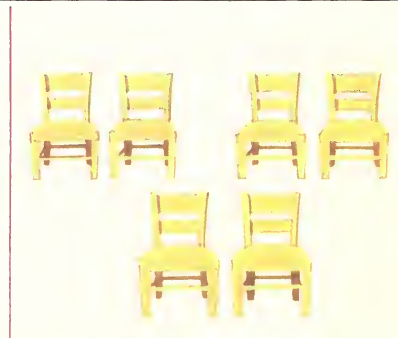
6 pictures minus 2 pictures equal ~~~~~

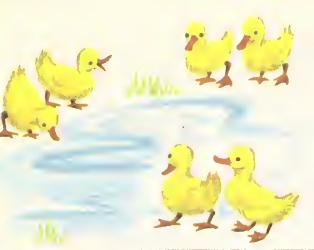
6 minus 2 equals ■       $6 - 2$  equals ■







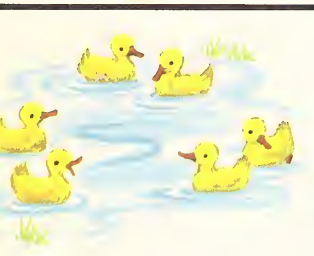




The ducks are going to the pond in groups.  
 How many groups of ducks are there?  
 How many ducks are in each group?  
 Now how many ducks are in the pond?  
 3 groups of 2 ducks equal 6 ducks.



The birds are flying to eat.  
 How many groups of birds are there?  
 How many birds are in each group?  
 Now how many birds are eating?  
 2 groups of 3 birds equal 6 birds.



How many ducks are in the pond?  
 They are going from the pond in groups.  
 How many ducks are in each group?  
 How many groups of ducks are there?  
 6 ducks equal 3 groups of 2 ducks each.

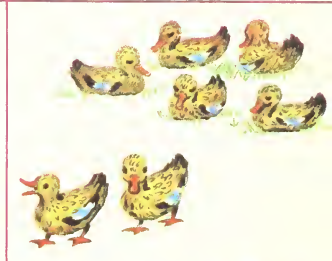


How many birds are there in all?  
 The birds are flying away in groups.  
 How many birds are in each group?  
 How many groups of birds are there?  
 6 birds equal 2 groups of 3 birds each.

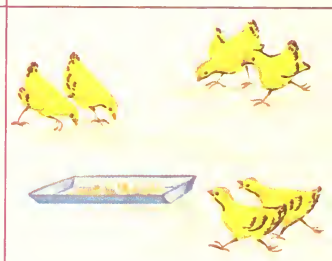
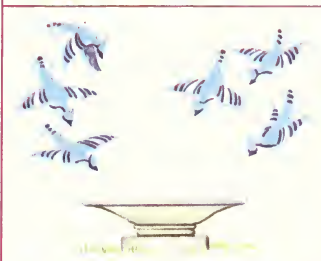
How many chickens are eating?  
 How many more chickens are running to eat?  
 Then how many chickens will be eating?  
 4 chickens plus 2 chickens equal ~~~~~  
 4 chickens+2 chickens=6 chickens  
 4 plus 2 equals 6.  $4+2=6$



How many rabbits are there in the yard?  
 How many rabbits are running away?  
 How many rabbits will be left in the yard?  
 5 rabbits-3 rabbits=  rabbits



The birds are flying in threes.  
 2 groups of 3 birds each =  birds  
 2 threes =



The ducks are going from the pond in twos.  
 6 ducks =  groups of 2 ducks each  
 6 =  twos



3 birds+3 birds =  birds  $3+3=$    
 7 ducks-2 ducks =  ducks  $7-2=$    
 3 groups of 2 chickens each =  chickens  
 6 rabbits =  groups of 3 rabbits each







A  $1+1=2$

B  $1+2=3$

C  $2+1=3$

D  $1+4=5$

E  $4+1=5$

F  $2+3=5$

G  $3+2=5$

H  $1+5=6$

I  $5+1=6$

J  $2+4=6$

K  $4+2=6$

L  $3+3=6$

M  $1+6=7$

N  $6+1=7$

O  $2+5=7$

P  $5+2=7$

Q  $3+4=7$

R  $4+3=7$

A  $2-1=1$

B  $3-1=2$

C  $3-2=1$

D  $5-1=4$

E  $5-2=3$

F  $5-3=2$

G  $5-4=1$

H  $6-1=5$

I  $6-2=4$

J  $6-3=3$

K  $6-4=2$

L  $6-5=1$

M  $7-1=6$

N  $7-2=5$

O  $7-3=4$

P  $7-4=3$

Q  $7-5=2$


R  $7-6=1$


A 3 twos=6

B 2 threes=6


C 6=3 twos


D 6=2 threes


A Five minus three equals 


B 4 plus 2 equals 


C Two plus three equals 

D 5 minus 2 equals 

E 6 minus 3 equals 


F 2 groups of 3 equal 


G Seven minus three equals 

H 2 plus 4 equals 


I 3 groups of 2 equal 

J Six minus two equals 


K 5 plus 2 equals 

L 4 plus 3 equals 

M Six equals  groups of three.


N One plus five equals 


O Six minus five equals 


P 5 plus 1 equals 

Q 1 plus 4 equals 


R Six equals  groups of two.


S Four plus three equals 


T Six minus one equals 


U Seven minus five equals 


V 3 plus 4 equals 


A  $7-3=$  


B  $5-3=$  


C  $1+4=$  


D  $1+6=$  


E  $7-5=$  


F  $4+2=$  


G  $5+1=$  


H  $6-2=$  


I  $2+3=$  


J  $5-1=$  


K  $3+3=$  


L  $6-5=$  


M  $4+3=$  


N  $5+2=$  


O  $6-4=$  


P  $7-4=$  


Q  $1+5=$  

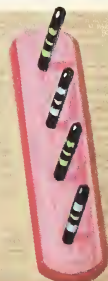
R  $2+4=$  


S  $6-1=$  

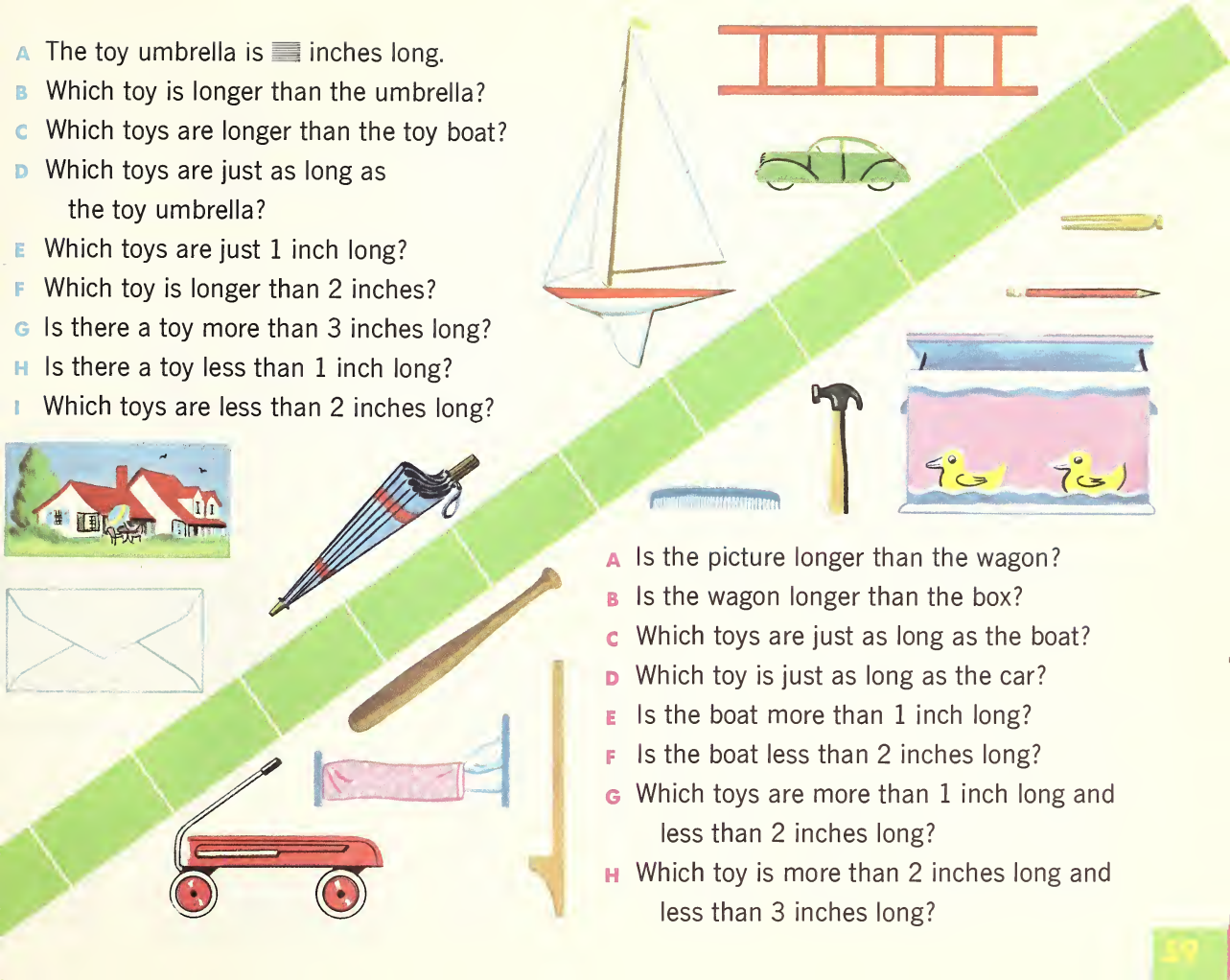
T  $5-2=$  

U  $6-3=$  

V  $2+5=$  



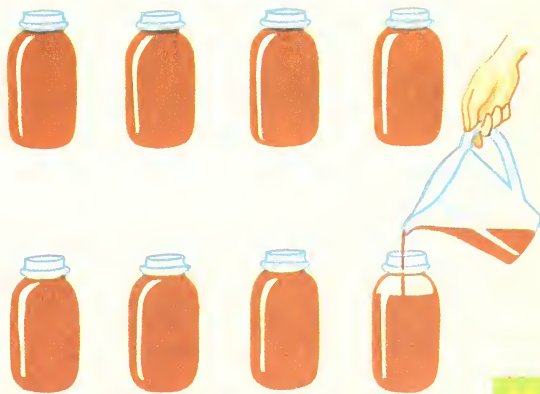
- A The toy umbrella is  inches long.
- B Which toy is longer than the umbrella?
- C Which toys are longer than the toy boat?
- D Which toys are just as long as the toy umbrella?
- E Which toys are just 1 inch long?
- F Which toy is longer than 2 inches?
- G Is there a toy more than 3 inches long?
- H Is there a toy less than 1 inch long?
- I Which toys are less than 2 inches long?

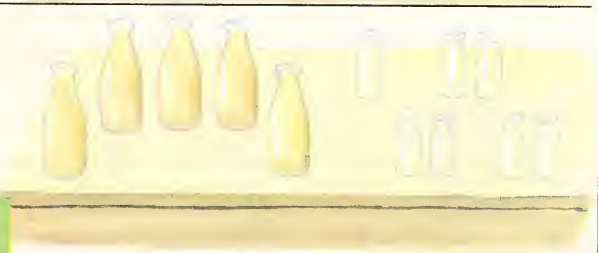


- A Is the picture longer than the wagon?
- B Is the wagon longer than the box?
- C Which toys are just as long as the boat?
- D Which toy is just as long as the car?
- E Is the boat more than 1 inch long?
- F Is the boat less than 2 inches long?
- G Which toys are more than 1 inch long and less than 2 inches long?
- H Which toy is more than 2 inches long and less than 3 inches long?









**A** 3 twos =

1 quart = 2 pints

3 quarts = pints

**B** 6 = twos

2 pints = 1 quart

6 pints = quarts

**C** 1 pint plus 1 pint equals

**D** 2 pints plus 2 pints equal pints.

**E** 2 pints plus 2 pints equal quarts.

**F** Are 3 pints more than 1 quart?

**G** Are 3 pints less than 1 quart?

**H** 1 quart plus 1 quart equals pints.

**I** Are 2 quarts more than 3 pints?

**J** Are 2 quarts less than 3 pints?

**K** 1 quart plus 1 pint equals pints.

**L** 1 quart plus 2 pints equals quarts.

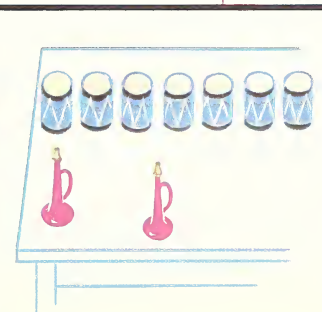
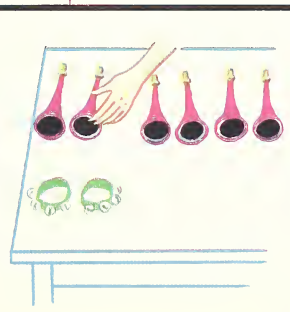
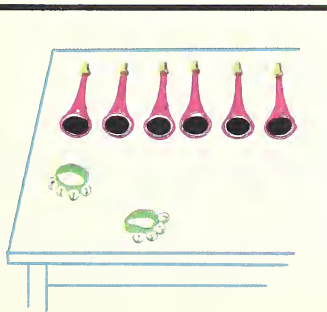
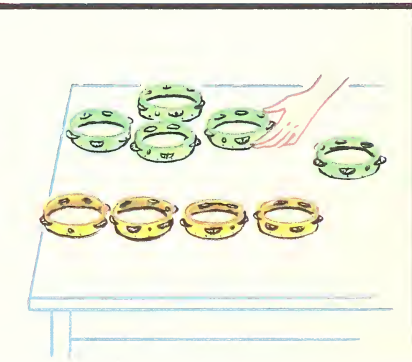
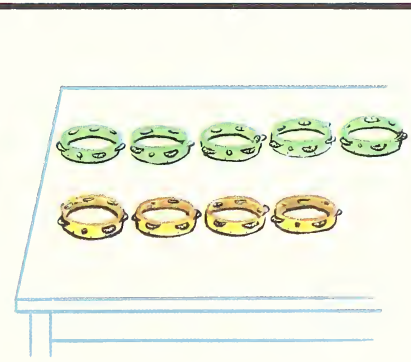
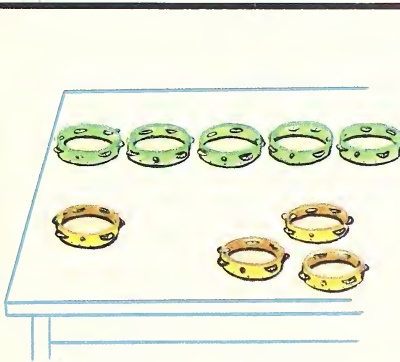
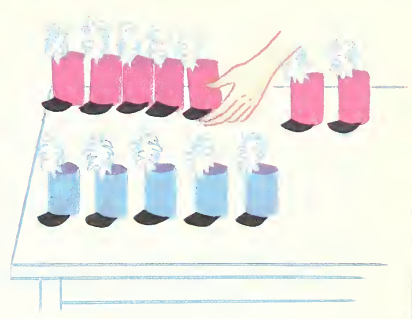
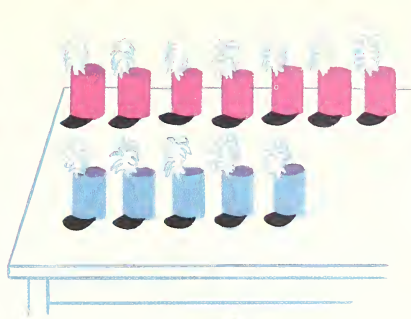
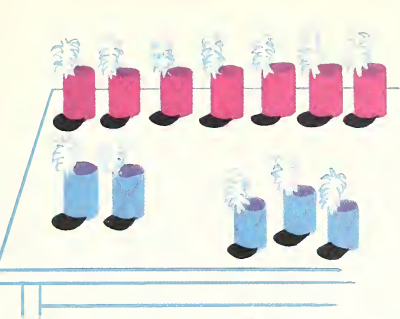
**M** 2 pints plus 1 quart equal pints.

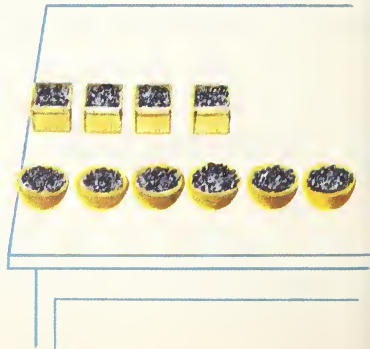
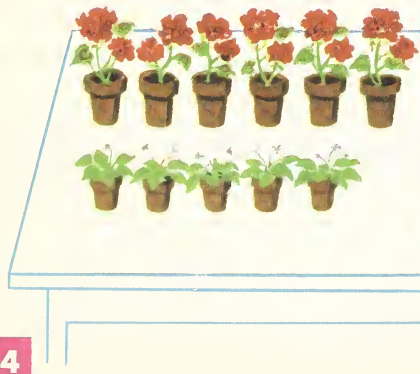
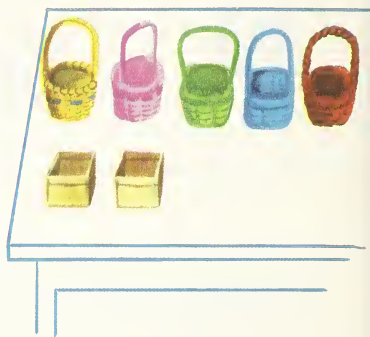
**N** 3 bottles of 2 pints each equal pints.

**O** 3 groups of 2 pints each equal pints.

**P** 6 pints = bottles of 2 pints each

**Q** 6 pints = groups of 2 pints each







Some girls are playing they are rabbits.  
How many more white rabbits are there  
than brown rabbits?

Subtract as many white rabbits as there  
are brown rabbits.

3 white rabbits – 2 white rabbits = ~~~~~

There is  more white rabbit.



How many more bears are there than rabbits?  
Subtract as many bears as there are rabbits.

6 bears – 1 bear = ~~~~~

How many more wagons are there than cars?  
How many wagons do you subtract?

6 wagons – 3 wagons = ~~~~~



How many more little plants are there  
than big plants?

How many little plants do you subtract?

7 little plants – 4 little plants = ~~~~~

7 yellow flowers – 6 yellow flowers = ~~~~~

5 big baskets – 3 big baskets = ~~~~~





How many more brown baskets are there than yellow baskets?

How many brown baskets do you subtract?

5 brown baskets – 1 brown basket = \_\_\_\_\_

How many more kittens are there than dogs?

How many kittens do you subtract?

6 kittens – 4 kittens = \_\_\_\_\_      6 – 4 =

Are there more little cars than big cars?

How many more little cars are there?

How many little cars do you subtract?

7 little cars – 1 little car = \_\_\_\_\_

There are how many more wagons than sleds?

How many wagons do you subtract?

3 wagons – 2 wagons = \_\_\_\_\_      3 – 2 =

A 7 – 1 =

G 6 – 2 =

B 3 – 2 =

H 3 – 1 =

C 5 – 1 =

I 7 – 3 =

D 6 – 4 =

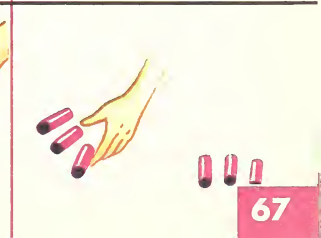
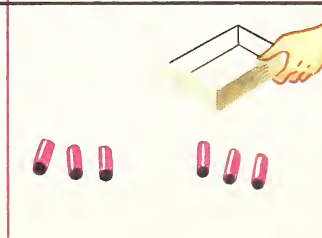
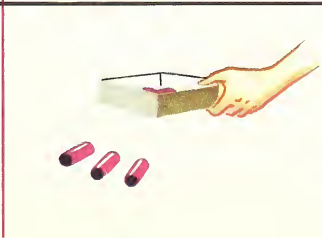
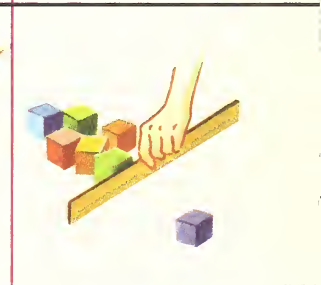
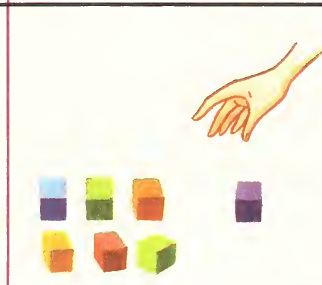
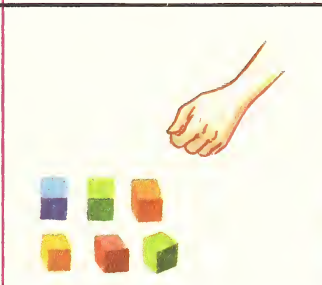
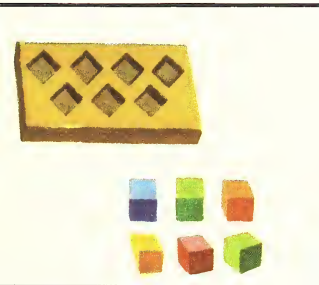
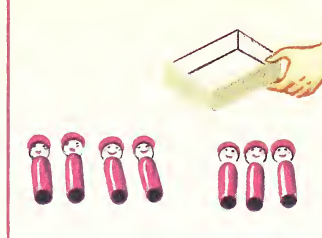
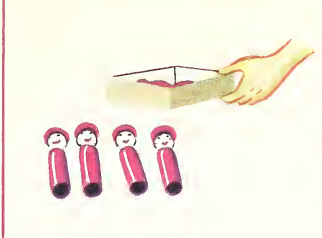
J 6 – 5 =

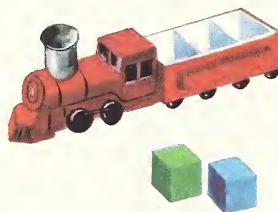
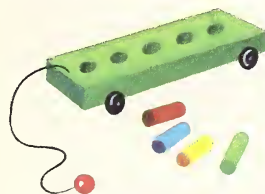
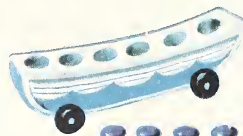
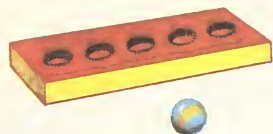
E 5 – 3 =

K 5 – 2 =


F 7 – 5 =

L 7 – 6 =





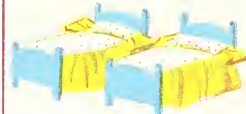





Nancy needs as many beds as she has dolls.  
 Nancy needs how many more beds?  
 Nancy will have 3 beds plus  more beds.  
 You can subtract the 3 beds she has  
 from 5 beds.

5 beds—3 beds= beds

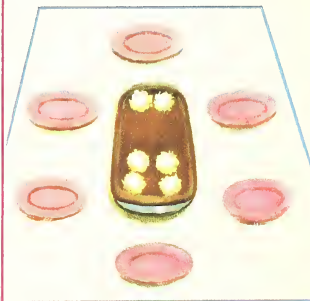
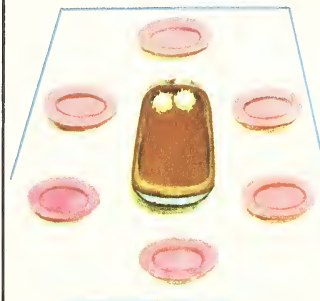
5=3+      5-3=






Ellen needs a cookie for each girl.  
 She needs how many more cookies?  
 Ellen will have 2 cookies plus  cookies.  
 You can subtract the 2 cookies she has  
 from 6 cookies.


6 cookies—2 cookies= cookies

6=2+      6-2=



Don can buy the car with  pennies.  
 He needs how many more pennies?  
 Don will have 4 pennies plus  pennies.  
 You can subtract the 4 pennies he has  
 from 7 pennies.

7 pennies—4 pennies= pennies

7=4+      7-4=





Don needs how many more bottles?

Don will have 4 bottles plus  bottles.

You can subtract the 4 bottles he has from 6 bottles.

$$6 \text{ bottles} - 4 \text{ bottles} = \rule{1cm}{0.4pt}$$

$$6 = 4 + \rule{1cm}{0.4pt} \quad 6 - 4 = \rule{1cm}{0.4pt}$$

Don needs how many more pennies?

He needs 2 pennies plus  pennies.

$$5 \text{ pennies} - 2 \text{ pennies} = \rule{1cm}{0.4pt}$$

$$5 = 2 + \rule{1cm}{0.4pt} \quad 5 - 2 = \rule{1cm}{0.4pt}$$

Billy needs 3 balls plus  more balls.

$$7 \text{ balls} - 3 \text{ balls} = \rule{1cm}{0.4pt}$$

$$7 = 3 + \rule{1cm}{0.4pt} \quad 7 - 3 = \rule{1cm}{0.4pt}$$

Carol needs 1 ball plus  more balls.

$$3 = 1 + \rule{1cm}{0.4pt} \quad 3 - 1 = \rule{1cm}{0.4pt}$$

$$\text{A } 6 = 1 + \rule{1cm}{0.4pt} \quad 6 - 1 = \rule{1cm}{0.4pt}$$

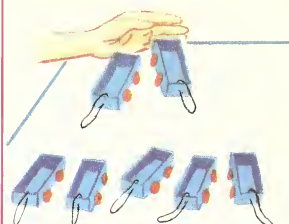
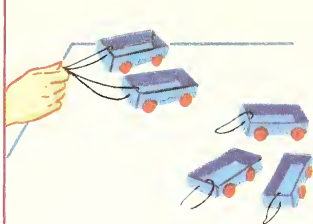
$$\text{B } 5 = 4 + \rule{1cm}{0.4pt} \quad 5 - 4 = \rule{1cm}{0.4pt}$$

$$\text{C } 7 = 6 + \rule{1cm}{0.4pt} \quad 7 - 6 = \rule{1cm}{0.4pt}$$

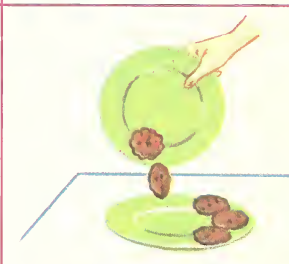
$$\text{D } 6 = 3 + \rule{1cm}{0.4pt} \quad 6 - 3 = \rule{1cm}{0.4pt}$$

$$\text{E } 7 = 1 + \rule{1cm}{0.4pt} \quad 7 - 1 = \rule{1cm}{0.4pt}$$

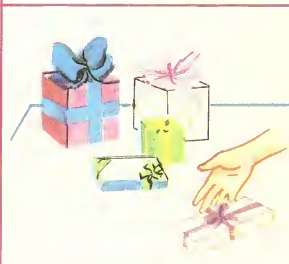
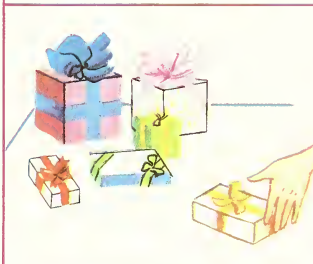
Tom had 5 little toy wagons.  
 He took 2 little toy wagons away.  
 How many little toy wagons were left?



Carol had 3 cookies.  
 She made 2 more cookies.  
 Then Carol had how many cookies?



5 boxes were on the table.  
 Ellen took 1 box away.  
 Then boxes were on the table.



Don had 6 books on the table.  
 He put 1 more book on the table.  
 Then he had books on the table.



- |               |               |               |
|---------------|---------------|---------------|
| <b>A</b> 2+4= | <b>A</b> 2-1= | <b>A</b> 7=3+ |
| <b>B</b> 6+1= | <b>B</b> 7-3= | <b>B</b> 5=2+ |
| <b>C</b> 3+3= | <b>C</b> 6-1= | <b>C</b> 7=5+ |
| <b>D</b> 5+1= | <b>D</b> 5-2= | <b>D</b> 2=1+ |
| <b>E</b> 4+3= | <b>E</b> 7-6= | <b>E</b> 6=4+ |
| <b>F</b> 1+6= | <b>F</b> 3-2= | <b>F</b> 6=3+ |
| <b>G</b> 2+5= | <b>G</b> 6-4= | <b>G</b> 5=1+ |
| <b>H</b> 2+1= | <b>H</b> 5-4= | <b>H</b> 7=2+ |

A  $6 = 3 + \underline{\hspace{1cm}}$

B  $7 = 1 + \underline{\hspace{1cm}}$

C  $5 - 4 = \underline{\hspace{1cm}}$

D 2 threes =  $\underline{\hspace{1cm}}$

E  $7 - 2 = \underline{\hspace{1cm}}$

F  $5 = 1 + \underline{\hspace{1cm}}$

G  $6 = 4 + \underline{\hspace{1cm}}$

H  $6 + 1 = \underline{\hspace{1cm}}$

I  $5 + 2 = \underline{\hspace{1cm}}$

J  $2 + 1 = \underline{\hspace{1cm}}$

K  $6 = \underline{\hspace{1cm}}$  twos

L  $3 - 1 = \underline{\hspace{1cm}}$

M  $6 = 5 + \underline{\hspace{1cm}}$

N  $7 = 3 + \underline{\hspace{1cm}}$

O  $5 - 1 = \underline{\hspace{1cm}}$

P  $5 = 3 + \underline{\hspace{1cm}}$

Q  $7 - 3 = \underline{\hspace{1cm}}$

R  $7 = 4 + \underline{\hspace{1cm}}$

S  $5 = 4 + \underline{\hspace{1cm}}$

T  $6 - 3 = \underline{\hspace{1cm}}$

U  $1 + 1 = \underline{\hspace{1cm}}$

V 3 twos =  $\underline{\hspace{1cm}}$

A  $7 = 5 + \underline{\hspace{1cm}}$

B  $5 = 2 + \underline{\hspace{1cm}}$

C  $4 + 3 = \underline{\hspace{1cm}}$

D  $7 - 1 = \underline{\hspace{1cm}}$

E  $2 - 1 = \underline{\hspace{1cm}}$

F  $3 + 4 = \underline{\hspace{1cm}}$

G  $7 = 6 + \underline{\hspace{1cm}}$

H  $4 + 2 = \underline{\hspace{1cm}}$

I  $6 = 2 + \underline{\hspace{1cm}}$

J  $7 - 4 = \underline{\hspace{1cm}}$

K  $3 = 2 + \underline{\hspace{1cm}}$

L  $6 - 5 = \underline{\hspace{1cm}}$

M  $7 = 2 + \underline{\hspace{1cm}}$

N  $6 = \underline{\hspace{1cm}}$  threes

O  $6 = 1 + \underline{\hspace{1cm}}$

P  $6 - 4 = \underline{\hspace{1cm}}$

Q  $6 - 2 = \underline{\hspace{1cm}}$

R  $5 - 3 = \underline{\hspace{1cm}}$

S  $2 + 3 = \underline{\hspace{1cm}}$

T  $3 = 1 + \underline{\hspace{1cm}}$

U  $5 - 4 = \underline{\hspace{1cm}}$

V  $2 + 5 = \underline{\hspace{1cm}}$

A One quart =  $\underline{\hspace{1cm}}$  pints

B Are 14 inches shorter than 1 foot?

C Three quarts =  $\underline{\hspace{1cm}}$  pints

D Two nickels =  $\underline{\hspace{1cm}}$  cents

E Ten pennies = one  $\underline{\hspace{1cm}}$

F One nickel =  $\underline{\hspace{1cm}}$  cents

G One dime =  $\underline{\hspace{1cm}}$  nickels

H Six pints =  $\underline{\hspace{1cm}}$  quarts

I Add three inches and four inches.

J Subtract 4 oranges from 6 oranges.

K Add two books and three books.

L Add one foot and five feet.

M Subtract five cents from six cents.

N 3 dimes plus 3 dimes equal  $\underline{\hspace{1cm}}$  dimes.

O 6 nickels minus 1 nickel equal  $\underline{\hspace{1cm}}$

P 1 inch plus 1 inch equals  $\underline{\hspace{1cm}}$  inches.

Q 2 pints minus 1 pint equal  $\underline{\hspace{1cm}}$

R 2 quarts plus 1 quart equal  $\underline{\hspace{1cm}}$  quarts.

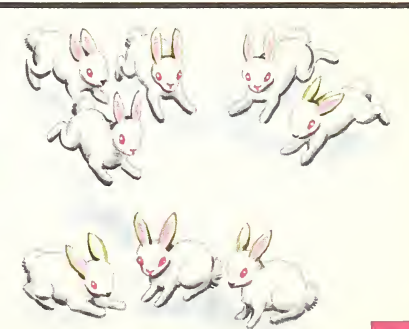
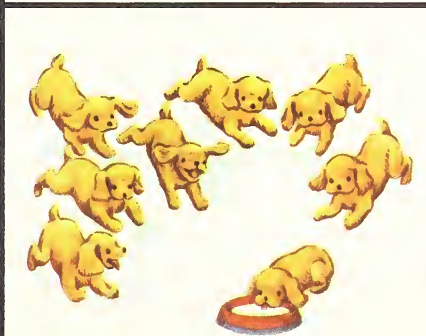
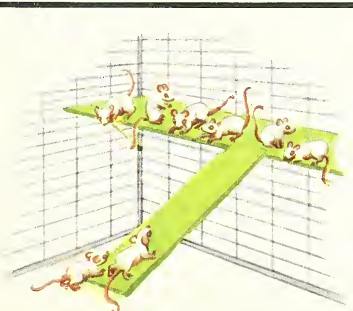
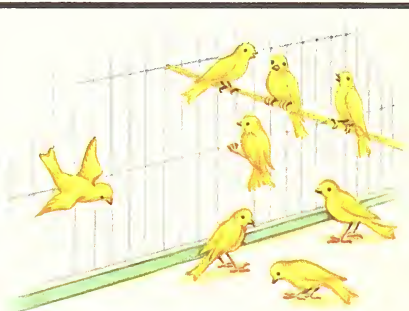
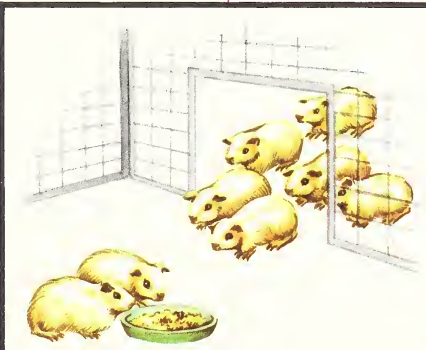
S Add five bears and two bears.

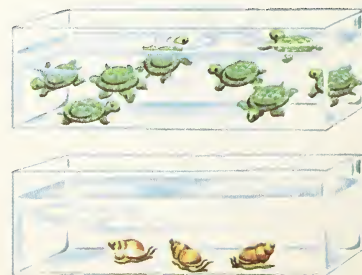
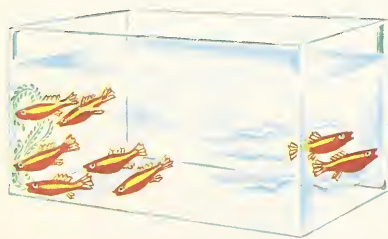
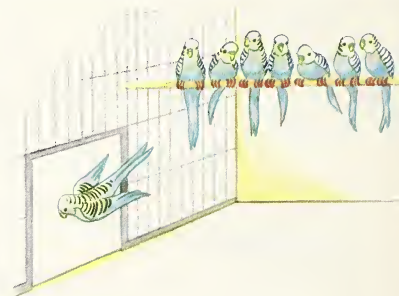
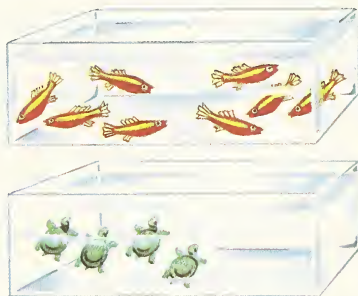
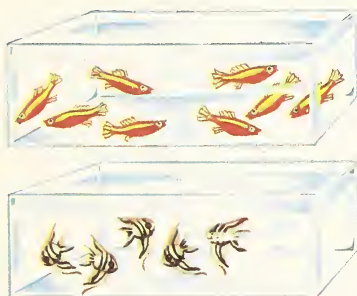
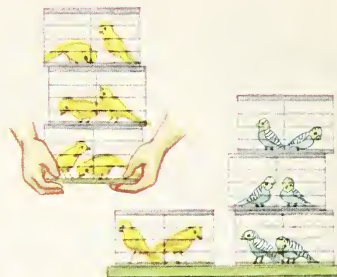
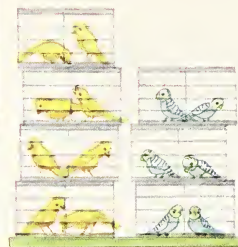
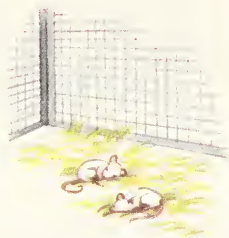
T Subtract four bags from five bags.

U Add one child and one child.

V Subtract 2 squirrels from 6 squirrels.







How many rabbits are eating?  
 How many rabbits are running to eat?  
 Then how many rabbits will be eating?

7 rabbits + 1 rabbit = ~~~~~      7 + 1 = ■■■

3 dogs + 5 dogs = ~~~~~      3 + 5 = ■■■

Some turtles were in a pond.  
 How many turtles were in the pond?  
 How many turtles are going away  
 from the pond?

Then how many turtles will be in the pond?  
 8 turtles - 6 turtles = ~~~~~      8 - 6 = ■■■

8 birds - 2 birds = ~~~~~      8 - 2 = ■■■

How many more mice are there than birds?  
 Subtract as many mice as there are birds.

8 mice - 4 mice = ~~~~~      8 - 4 = ■■■

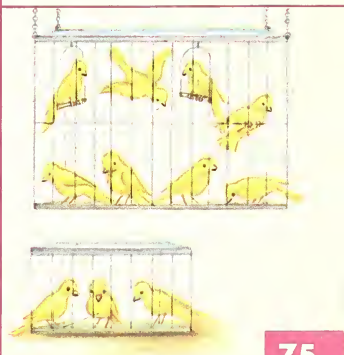
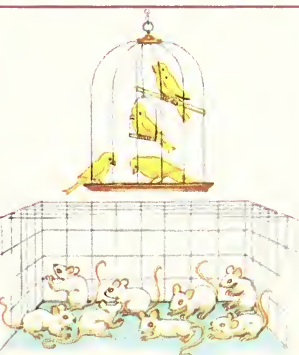
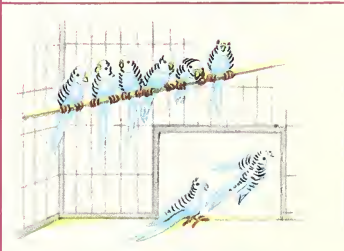
8 birds - 3 birds = ~~~~~      8 - 3 = ■■■

**A** 5 + 3 = ■■■      **E** 1 + 7 = ■■■      **I** 8 - 3 = ■■■

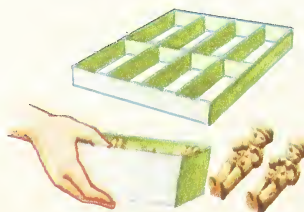
**B** 4 + 4 = ■■■      **F** 8 - 5 = ■■■      **J** 8 - 6 = ■■■

**C** 2 + 6 = ■■■      **G** 8 - 1 = ■■■      **K** 8 - 4 = ■■■

**D** 6 + 2 = ■■■      **H** 8 - 7 = ■■■      **L** 8 - 2 = ■■■









Don needs how many blocks for the box?

He needs how many more blocks?

Don will have 6 blocks plus

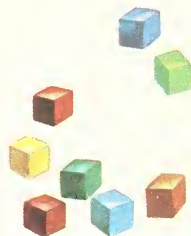
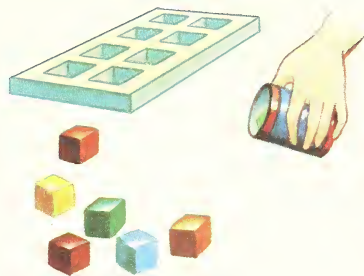
■ ■ ■ more blocks.

You can subtract the 6 blocks he has

from 8 blocks.

8 blocks – 6 blocks = ■ ■ ■ blocks

8 = 6 + ■ ■ ■      8 – 6 = ■ ■ ■



Tom needs how many horses for the box?

He needs how many more horses?

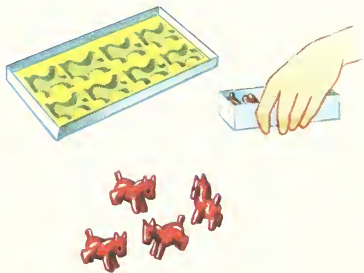
Tom will have 4 horses plus ■ ■ ■ more horses.

You can subtract the 4 horses he has

from 8 horses.

8 horses – 4 horses = ■ ■ ■ horses

8 = 4 + ■ ■ ■      8 – 4 = ■ ■ ■



Billy needs how many balls in all?

He needs how many more balls?

He will have 5 balls plus ■ ■ ■ more balls.

Subtract the 5 balls he has from 8 balls.

8 balls – 5 balls = ■ ■ ■ balls

8 = 5 + ■ ■ ■      8 – 5 = ■ ■ ■





The toy dogs are going in groups to eat.  
 How many groups of toy dogs are there?  
 How many dogs are in each group?  
 How many dogs will be eating?  
 4 groups of 2 dogs each equal  $\equiv$  dogs.  
 4 twos =  $\equiv$



The toy bears are going in groups to eat.  
 How many groups of bears are there?  
 How many bears are in each group?  
 How many bears will be eating?  
 2 groups of 4 bears each equal  $\equiv$  bears.  
 2 fours =  $\equiv$



How many groups of toy cars are there?  
 How many cars are in each group?  
 2 groups of 4 cars each equal  $\equiv$  cars.  
 2 fours =  $\equiv$

How many groups of frogs are at the pond?  
 How many frogs are in each group?  
 4 groups of 2 frogs each equal  $\equiv$  frogs.  
 4 twos =  $\equiv$


How many toy cars are going away?

The cars are going away in groups.

How many cars are in each group?

How many groups of cars are there?

8 cars equal  groups of 2 cars each.

8 =  twos



How many toy dogs are going to the houses?

The dogs are going in groups.

How many dogs are in each group?


How many groups of dogs are there?


8 dogs equal  groups of 4 dogs each.

8 =  fours

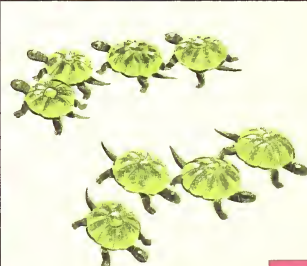
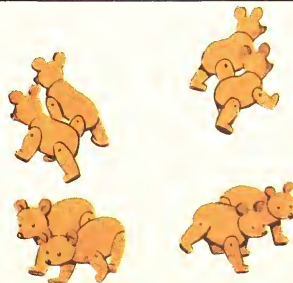


How many bears are going away?


They are going away in groups of  each.


8 bears equal  groups of 2 bears each.

8 =  twos



How many turtles are going away?

They are going away in groups of  each.

8 turtles equal  groups of 4 turtles each.

8 =  fours

Each boy is buying the same number  
of toy cars at the store.


How many boys are at the store?

How many groups of cars will there be?

How many cars are there for each boy?

How many cars will there be in each group?

8 cars equal 4 groups of  cars each.

8=4 groups of  each

8=4 ~~~~~


The same number of dolls is to be put  
in each wagon.


How many wagons are there?

How many groups of dolls will there be?

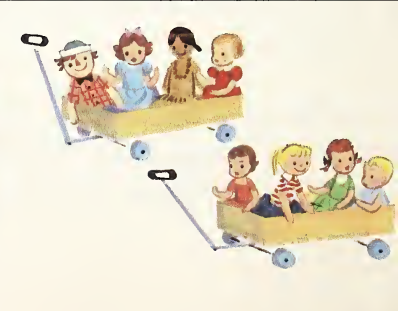
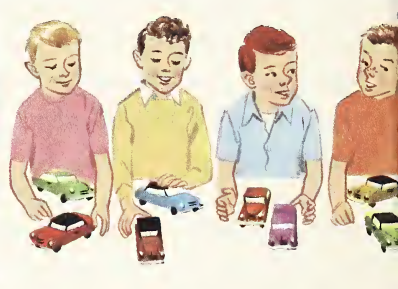
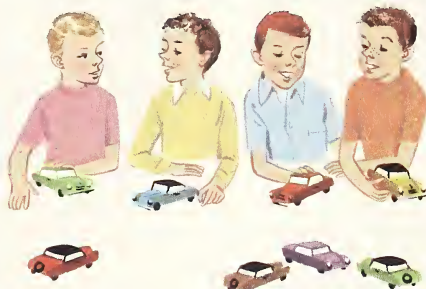
How many dolls are there for each wagon?

How many dolls will there be in each group?

8 dolls equal 2 groups of  dolls each.

8=2 groups of  each

8=2 ~~~~~





Carol will put the same number of dolls  
in each bed.

How many groups of dolls will there be?

How many dolls will be in each group?

6 dolls equal 3 groups of ■■ dolls each.



Billy will put the same number of blocks  
in each box.

How many groups of blocks will there be?

How many blocks will be in each group?

8 blocks equal 2 groups of ■■ blocks each.

Nancy will put the same number  
of toy bears in each box.

How many groups of bears will there be?

How many bears will be in each group?

8 bears equal 2 groups of ■■ bears each.

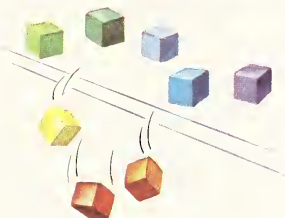
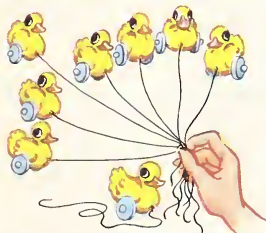
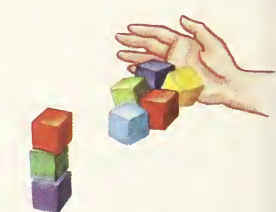
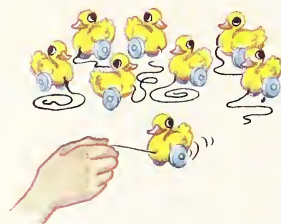


Don will put the same number of oranges  
in each bag.

How many groups of oranges will there be?

How many oranges will be in each group?

6 oranges equal 2 groups of ■■ oranges.



A  $1+7=8$

B  $7+1=8$

C  $2+6=8$

D  $6+2=8$

E  $3+5=8$

F  $5+3=8$

G  $4+4=8$

O 4 twos = 8

P 2 fours = 8

Q  $8=4$  twos

R  $8=2$  fours

H  $8-7=1$

I  $8-6=2$

J  $8-5=3$

K  $8-4=4$

L  $8-3=5$


M  $8-2=6$


N  $8-1=7$


A Are 10 inches shorter than 1 foot?

B Are 8 pints equal to 4 quarts?

C Three quarts equal  pints.

D 1 dime =  nickels


E 1 dime =  cents

F 1 nickel =  cents

G Add 5 cents and 3 cents.

H 4 mice plus 4 mice equal  mice.

I 3 dimes plus 5 dimes equal  dimes.


J 8 nickels minus 4 nickels equal 

K Subtract seven frogs from eight frogs.

L 2 horses plus 6 horses equal  horses.

M Eight blocks minus two blocks equal 

N 1 child plus 2 children equals 


O 5 beds plus 3 beds equal  beds.

P Eight bags minus five bags equal 

Q Add 2 snowmen and 6 snowmen.


R Subtract one boat from eight boats.


S Subtract 3 ducks from 8 ducks.


T 7 pigs minus 1 pig equal  pigs.


U Add 1 kitten and 7 kittens.


V 3 pictures plus 5 pictures equal 


A  $3+4=$  


B  $8-6=$  


C  $6+2=$  


D  $7-4=$  


E  $4+1=$  


F  $8-2=$  


G  $7-1=$  


H  $3+5=$  


I  $1+5=$  


J  $1+7=$  


K  $2-1=$  


L  $6-3=$  


M  $3+2=$  

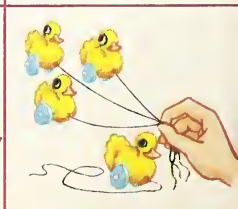
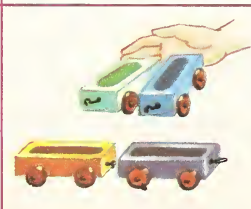
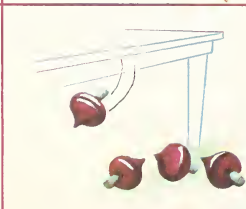
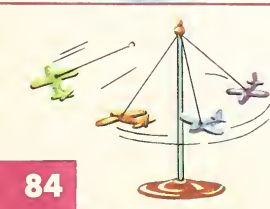
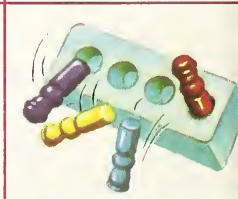
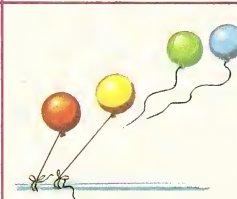
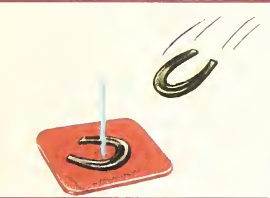
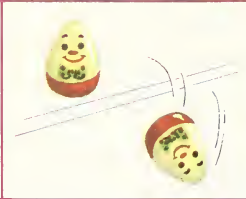
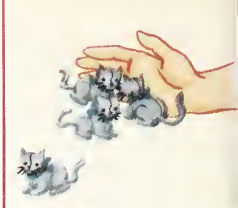
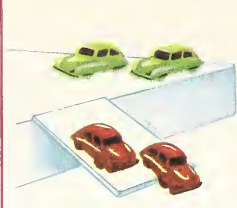
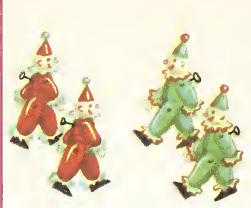
N  $8-3=$  

O  $8-7=$  

P  $5-4=$  

Q  $1+2=$  

R  $4+4=$  






The toy bears are going to play.

How many groups of bears are there?

How many bears are in each group?

How many bears will be playing?

2 groups of 2 bears each equal  bears.


2 twos = 

How many toy cows are there?

The toy cows are going away in groups.

How many cows are in each group?

How many groups of cows are there?

4 cows equal  groups of 2 cows each.


4 =  twos

Each boy is to have the same number  
of toy cows.


How many toy cows are there?


How many groups of cows will there be?


How many cows will there be in each group?


4 cows equal 2 groups of  cows each.

4 = 2 groups of  each      4 = 2 

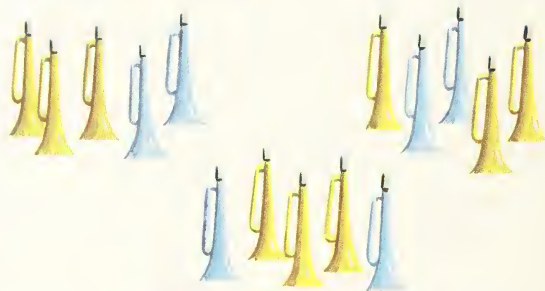
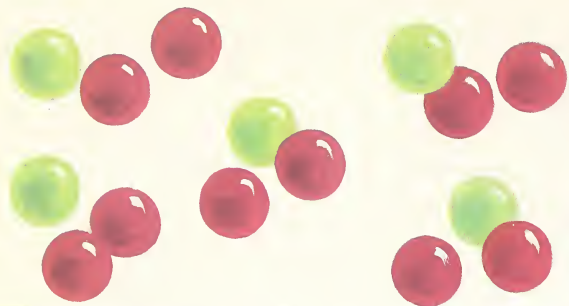
2 toy cows + 2 toy cows =  toy cows

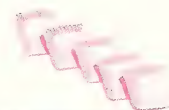
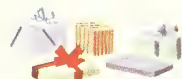
2 + 2 = 

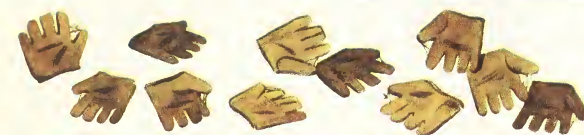
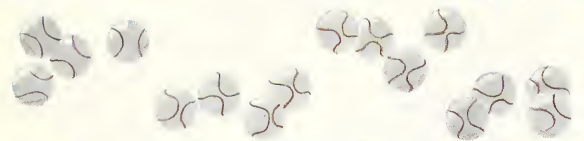
4 toy cows - 2 toy cows =  toy cows

4 - 2 = 



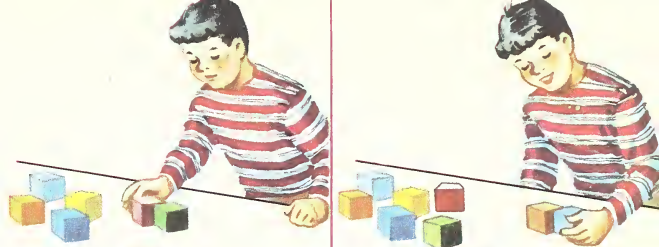




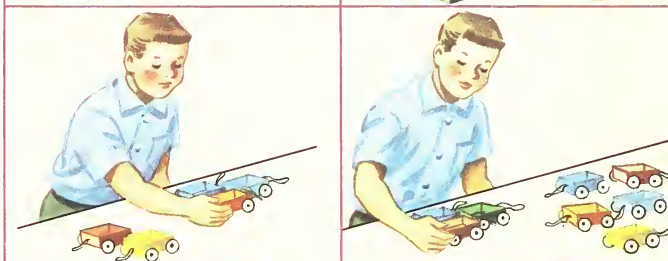




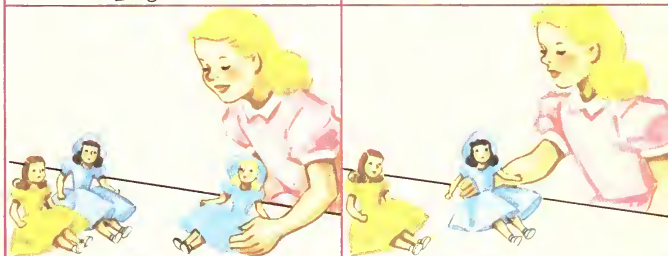
Don had 6 blocks on the table.  
 He put 2 more blocks on the table.  
 Then he had  blocks on the table.



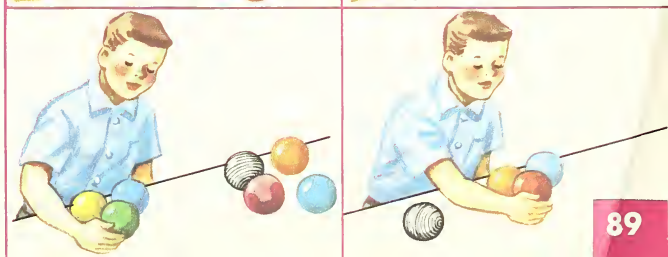
Billy had 5 little toy wagons.  
 He took 3 of the wagons away.  
 Then he had  little toy wagons left.



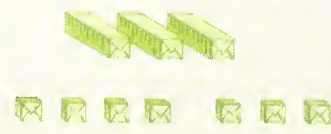
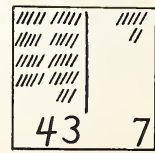
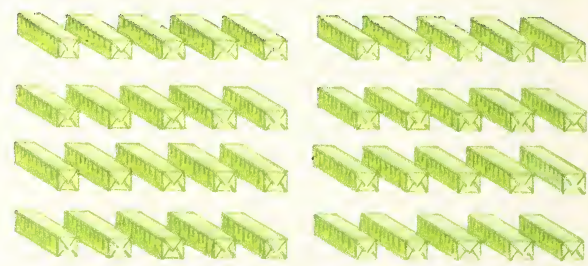
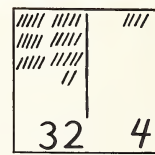
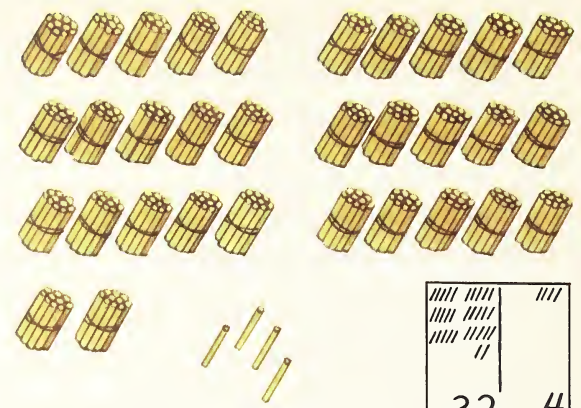
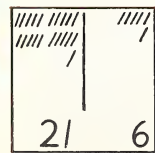
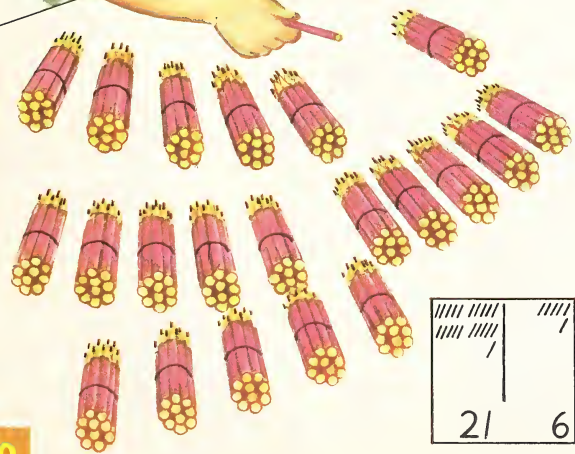
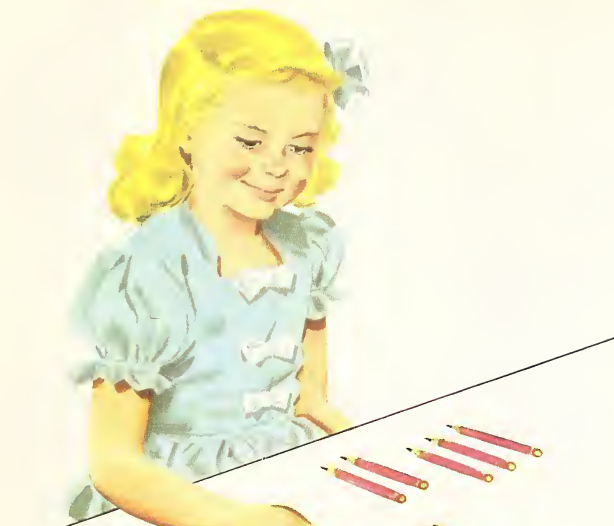
Carol had 2 dolls on the table.  
 She put 1 more doll on the table.  
 Then Carol had  dolls on the table.

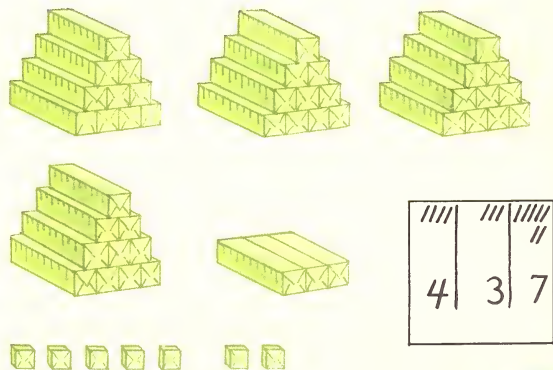
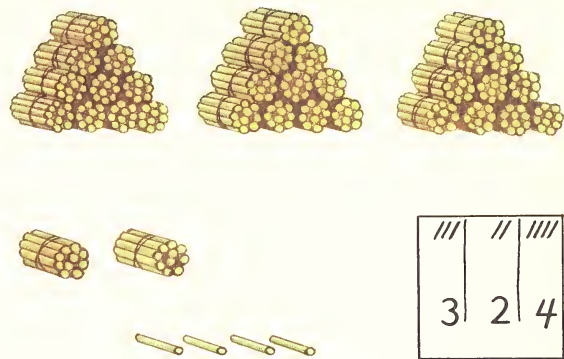


There were 4 balls on the table.  
 Billy took 3 of the balls away.  
 How many balls were left on the table?

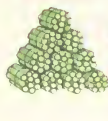
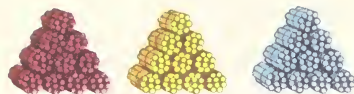


- |                                      |                                      |  |
|--------------------------------------|--------------------------------------|--|
| <b>A</b> $5+3=$ <input type="text"/> | <b>A</b> $4-1=$ <input type="text"/> | <b>A</b> 2 twos= <input type="text"/>    |
| <b>B</b> $2+2=$ <input type="text"/> | <b>B</b> $8-5=$ <input type="text"/> | <b>B</b> 2 fours= <input type="text"/>   |
| <b>C</b> $1+7=$ <input type="text"/> | <b>C</b> $4=3+$ <input type="text"/> | <b>C</b> $6=2$ <input type="text"/> twos |
| <b>D</b> $4+4=$ <input type="text"/> | <b>D</b> $8=2+$ <input type="text"/> | <b>D</b> $4=$ <input type="text"/> twos  |
| <b>E</b> $6+2=$ <input type="text"/> | <b>E</b> $6=4+$ <input type="text"/> | <b>E</b> $8=$ <input type="text"/> fours |
| <b>F</b> $1+3=$ <input type="text"/> | <b>F</b> $8-7=$ <input type="text"/> | <b>F</b> 4 twos= <input type="text"/>    |
| <b>G</b> $3+5=$ <input type="text"/> | <b>G</b> $4=1+$ <input type="text"/> | <b>G</b> $6=3$ <input type="text"/> twos |
| <b>H</b> $2+6=$ <input type="text"/> | <b>H</b> $8-3=$ <input type="text"/> | <b>H</b> 2 threes= <input type="text"/>  |

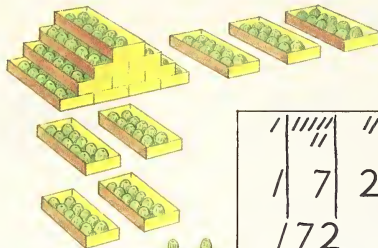




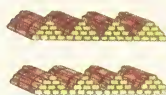
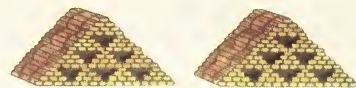




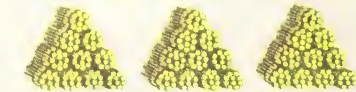
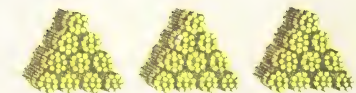
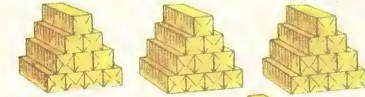
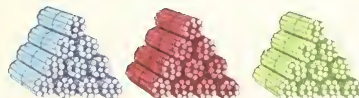
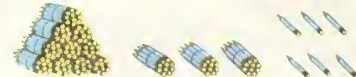
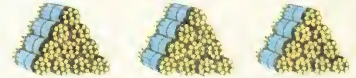
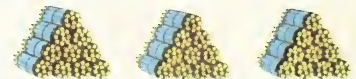
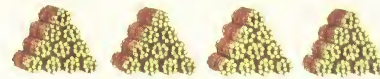
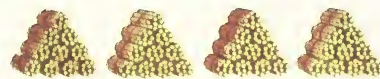
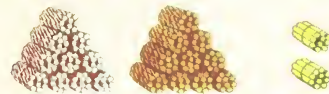
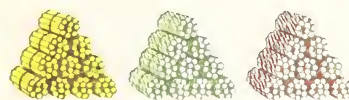
////		
4	5	5
455		



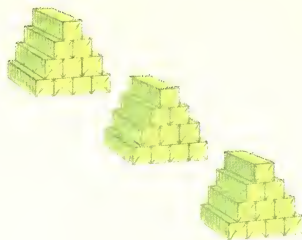
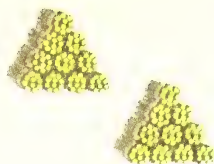
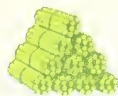
/ /// //		
1	7	2
172		



/// /// //		
2	8	3
283		



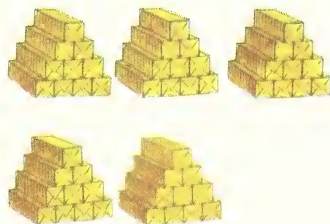
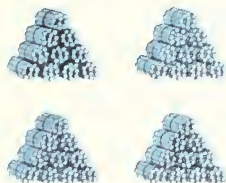




100

200

300

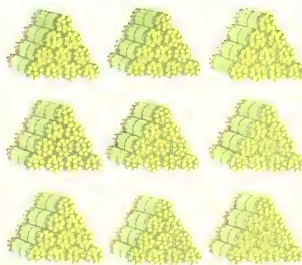
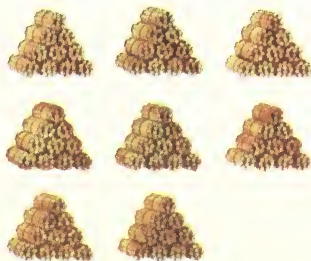
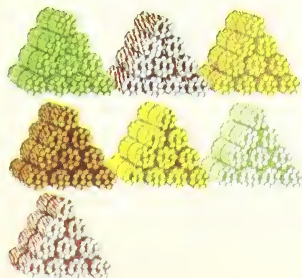


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500

600

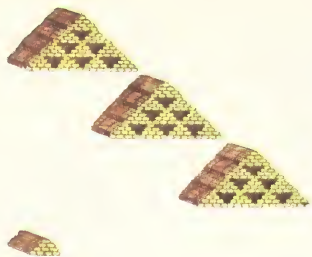
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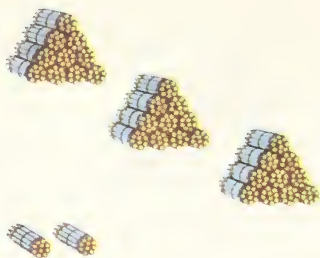
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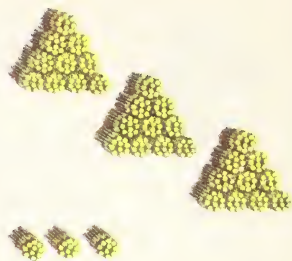
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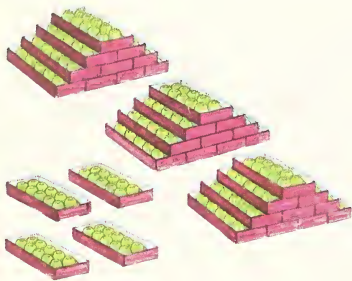
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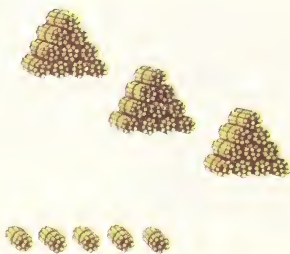
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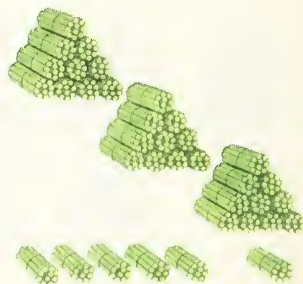
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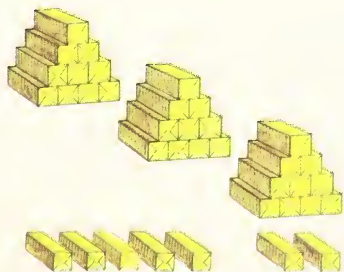
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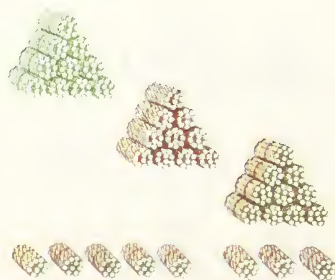
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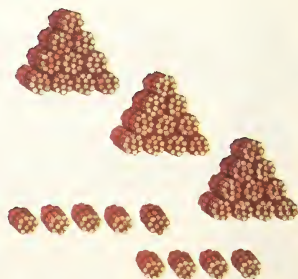
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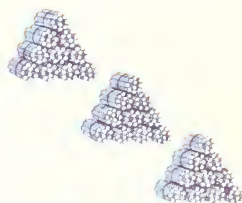
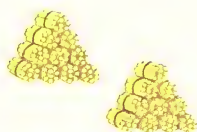
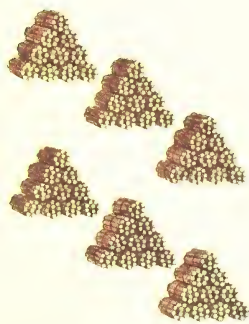
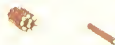
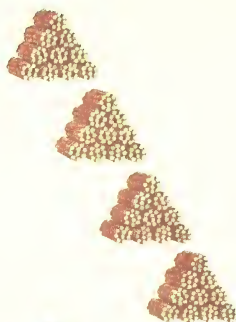
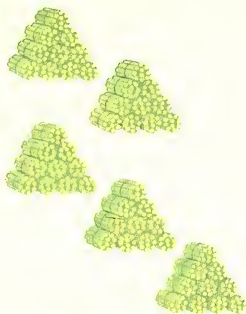
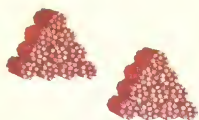


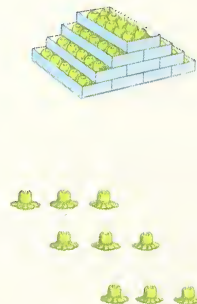
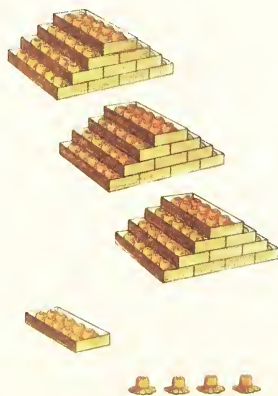
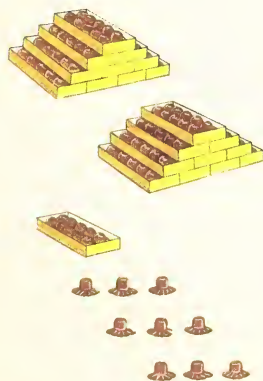
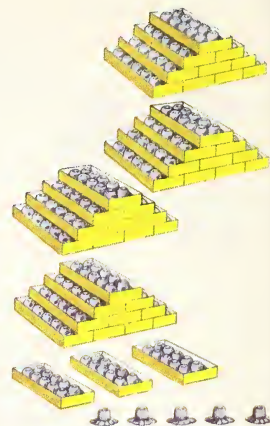
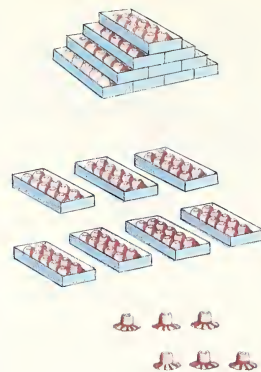
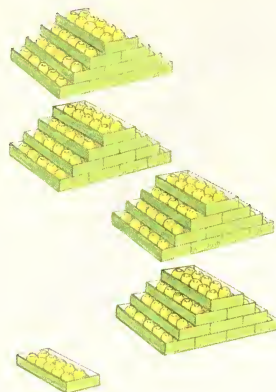
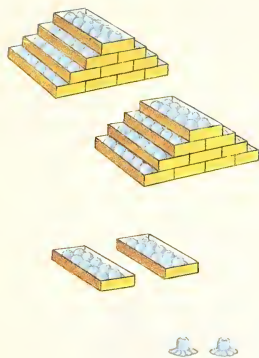
380



390









How much will the car cost?  
Don has ■ pennies on the table.  
Don needs how many more pennies?

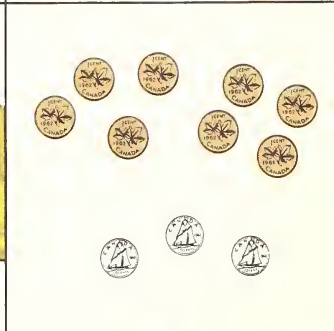
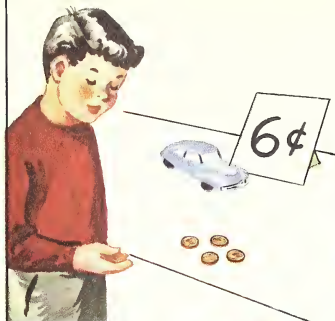
Carol has some pennies in groups.  
She has ■ pennies in each group.  
How many groups of pennies has she?  
How many pennies has she in all?

Each cookie will cost 2 cents.  
Billy will put the money into groups  
of 2 cents each.  
How many groups of money will he have?

Tom has some dimes and pennies.  
He has ■ more pennies than dimes.  
Do you subtract 3 pennies from 8 pennies?

The man has ■ cents in all.  
He is taking ■ cents away.  
How many cents will be left?

Don had 3 cents on the table.  
He put 2 more cents on the table.  
Then he had ■ cents on the table.



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35  
 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50



1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20  
 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35  
 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50









BOOKS  
25¢

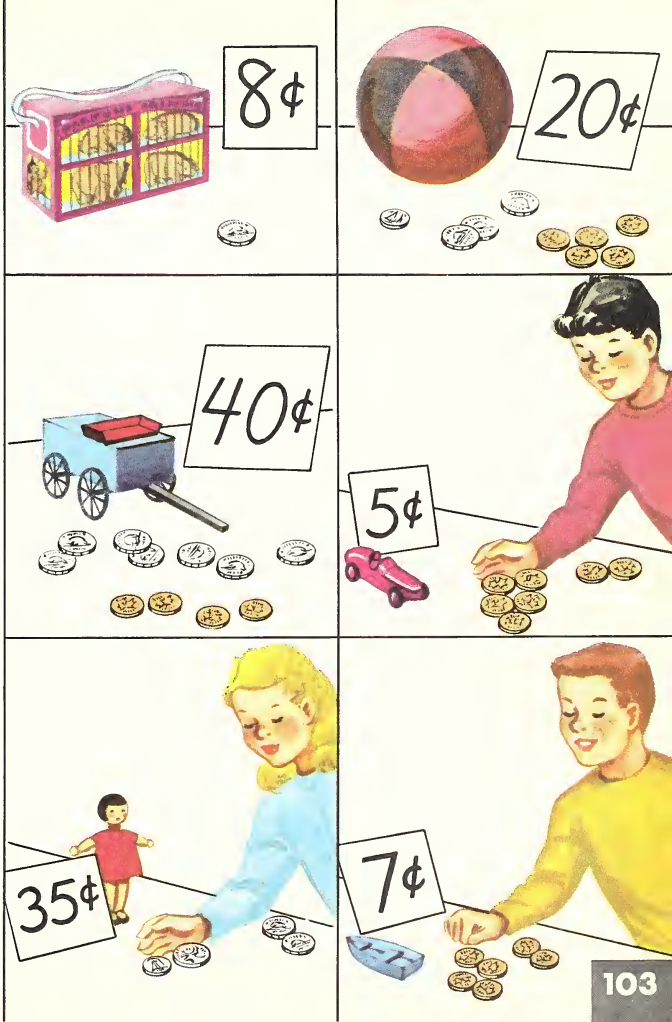


BOOKS  
25¢

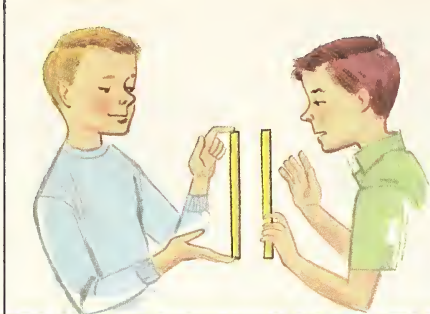




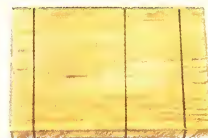
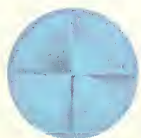
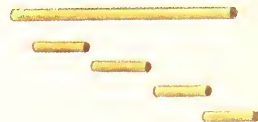
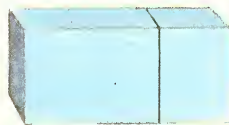
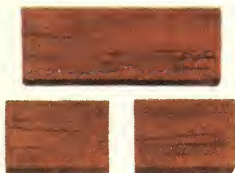
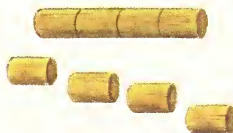
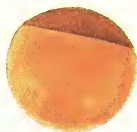
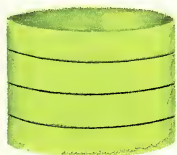
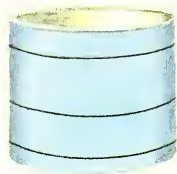
- A How much more money is needed to buy the cookies?
- B Is there enough money to buy the ball?
- C Will the dime and 2 nickels be enough to buy the ball?
- D Will the 3 nickels and 5 pennies be enough to buy the ball?
- E Is there enough money to buy the wagon?
- F Don has how much more money than the toy car costs?
- G Will Carol need the 2 nickels to buy the doll?
- H How much more money will Billy need to buy the boat?
- I How much money is on the table with the ball?
- J How much money is on the table with the wagon?
- K Which table has more money, the one with the ball or the one with the wagon?
- L Do Don and Billy have the same number of pennies?

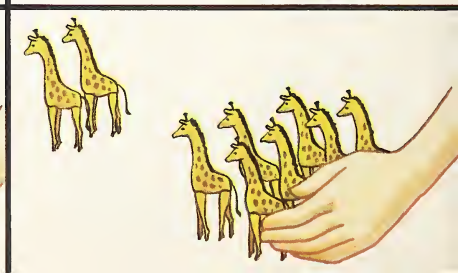
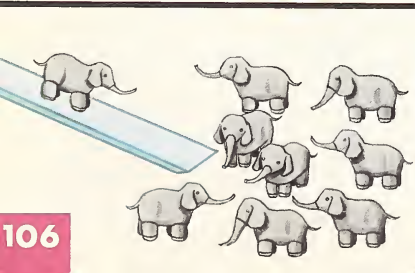
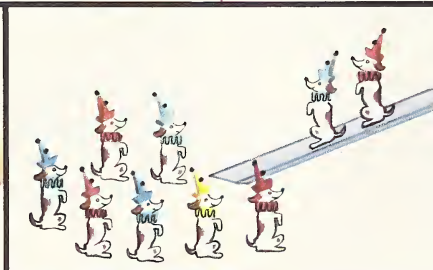


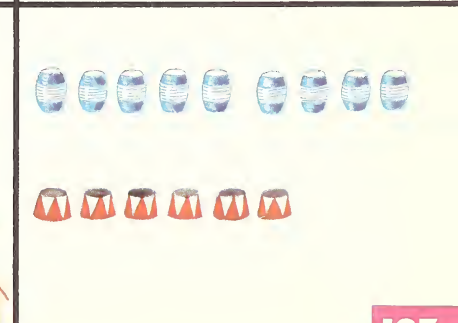
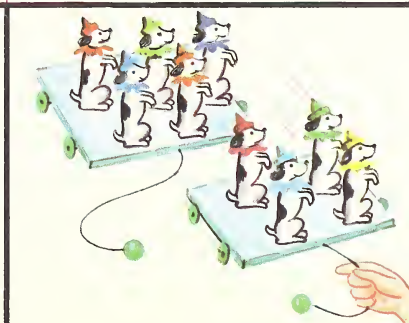
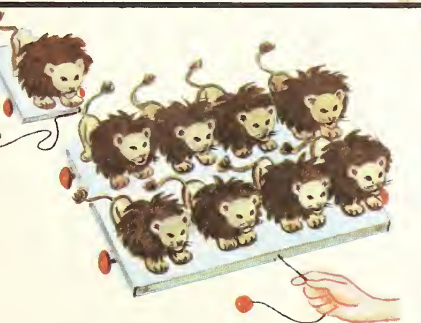
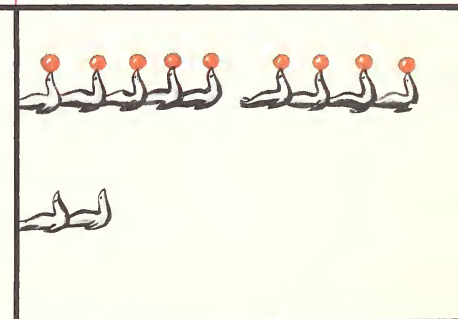
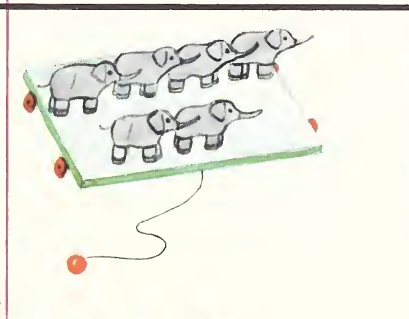
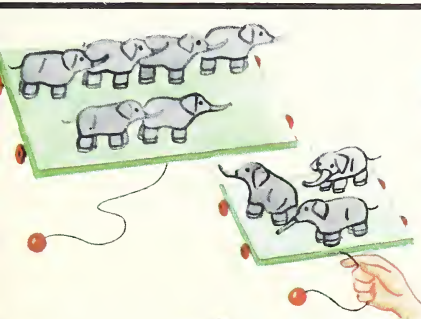
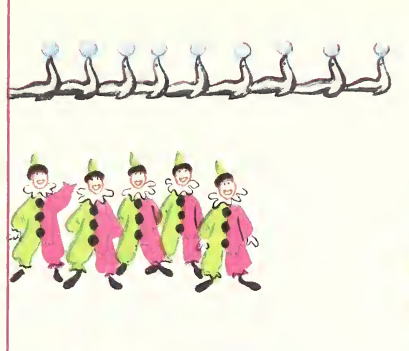


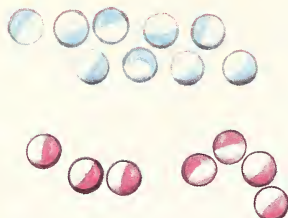
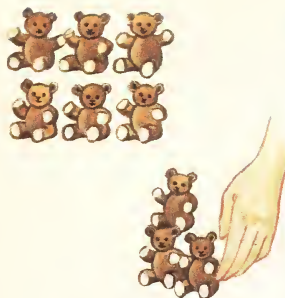








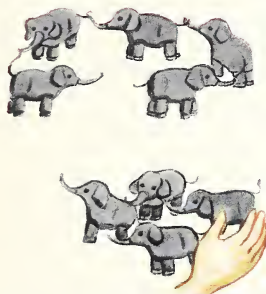




Nancy had 6 toy bears on the table.  
She put 3 more toy bears on the table.  
Then there were  $\blacksquare$  toy bears on the table.

$$6 \text{ bears} + 3 \text{ bears} = \rule{1cm}{0.4pt} \quad 6 + 3 = \blacksquare$$

There are  $\blacksquare$  more blue balls than red balls.  
 $9 \text{ blue balls} - 7 \text{ blue balls} = \rule{1cm}{0.4pt} \quad 9 - 7 = \blacksquare$



Ellen put 5 toy elephants on the table.  
Nancy put 4 toy elephants on the table.  
How many toy elephants are on the table?  
 $5 \text{ elephants} + 4 \text{ elephants} = \rule{1cm}{0.4pt} \quad 5 + 4 = \blacksquare$

Don had 9 toy dogs.  
He took 3 of the toy dogs away.  
How many toy dogs were left?

$$9 \text{ dogs} - 3 \text{ dogs} = \rule{1cm}{0.4pt} \quad 9 - 3 = \blacksquare$$

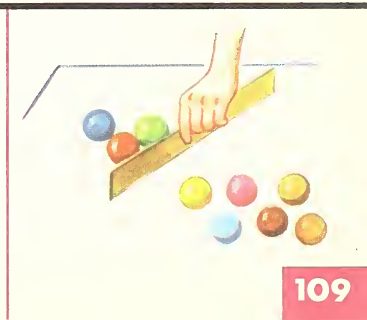
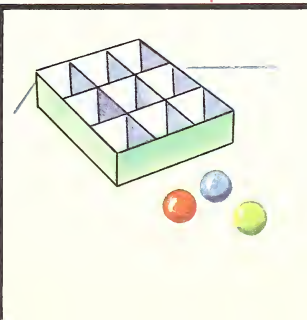
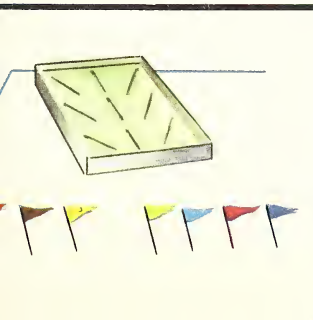
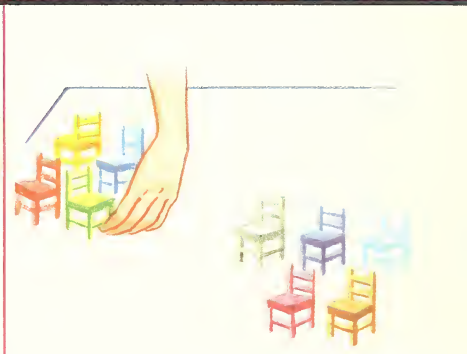
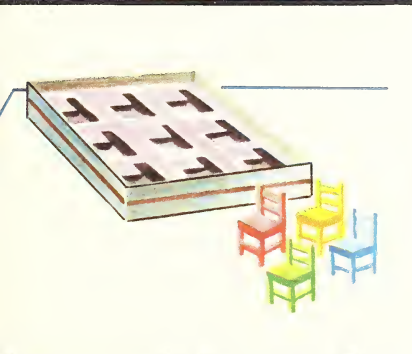
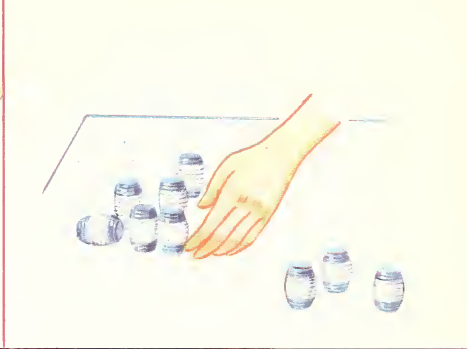
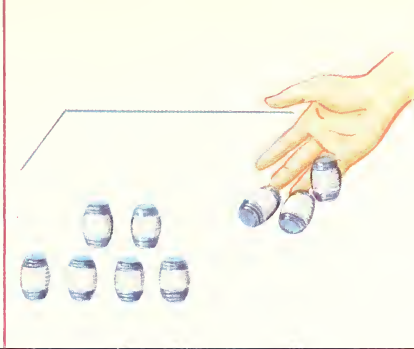
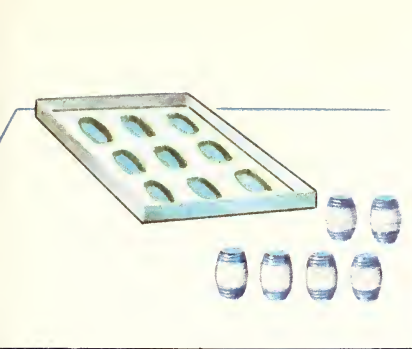


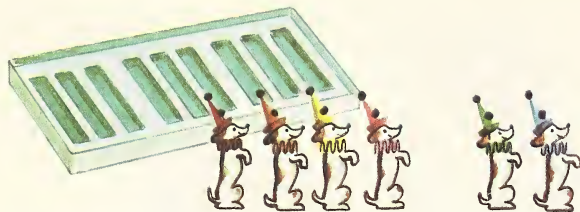
$$1 \text{ ball} + 8 \text{ balls} = \rule{1cm}{0.4pt} \quad 1 + 8 = \blacksquare$$


How many more toy dogs are there than  
toy stands?



Subtract as many dogs as there are stands.  
 $9 \text{ dogs} - 1 \text{ dog} = \rule{1cm}{0.4pt} \quad 9 - 1 = \blacksquare$









Don needs  more dogs for the box.

$$9 \text{ dogs} = 6 \text{ dogs} + \text{ dogs} \quad 9 = 6 + \text{$$

$$9 \text{ dogs} - 6 \text{ dogs} = \text{~~~~~} \quad 9 - 6 = \text{$$


Billy needs how many more toy elephants to have enough for the toy stands?

$$9 \text{ elephants} = 5 \text{ elephants} + \text{ elephants}$$

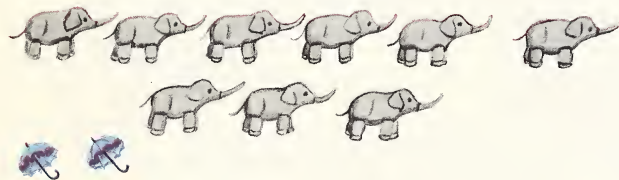
$$9 \text{ elephants} - 5 \text{ elephants} = \text{~~~~~}$$






Billy needs how many more toy umbrellas to have enough for the toy elephants?


$$9 \text{ umbrellas} = 2 \text{ umbrellas} + \text{ umbrellas}$$




$$9 \text{ umbrellas} - 2 \text{ umbrellas} = \text{~~~~~}$$









Tom needs  more ball for the clowns.




$$9 \text{ balls} = 8 \text{ balls} + \text{ ball} \quad 9 = 8 + \text{$$




$$9 \text{ balls} - 8 \text{ balls} = \text{~~~~~} \quad 9 - 8 = \text{$$




$$\text{A } 7 + 2 = \text{} \quad \text{G } 1 + 8 = \text{} \quad \text{M } 9 - 5 = \text{$$

$$\text{B } 6 + 3 = \text{} \quad \text{H } 9 - 2 = \text{} \quad \text{N } 3 + 6 = \text{$$

$$\text{C } 9 = 4 + \text{} \quad \text{I } 9 = 5 + \text{} \quad \text{O } 2 + 7 = \text{$$

$$\text{D } 9 - 8 = \text{} \quad \text{J } 9 - 1 = \text{} \quad \text{P } 9 = 6 + \text{$$

$$\text{E } 9 - 7 = \text{} \quad \text{K } 9 = 2 + \text{} \quad \text{Q } 9 = 3 + \text{$$


$$\text{F } 5 + 4 = \text{} \quad \text{L } 8 + 1 = \text{} \quad \text{R } 4 + 5 = \text{$$




How many groups of toy dogs are there?

How many toy dogs are in each group?


How many toy dogs are there in all?

3 groups of 3 dogs each =  dogs

How many clowns are standing?

Now they are going away in groups of 


How many groups are there?

9 clowns =  groups of 3 clowns each


How many groups of clowns are playing?

How many clowns are in each group?


How many clowns are playing?

3 groups of 3 clowns each = 

How many balls are there in all?


They are in groups of  balls each.


How many groups of balls are there?

9 balls =  groups of 3 balls each


A 3 threes = 

B 9 =  threes

C 9 = 3 

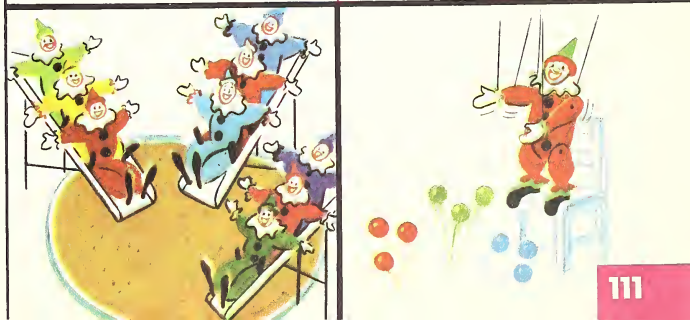
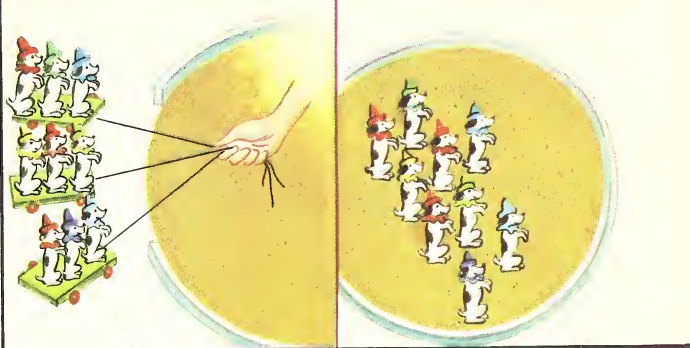
D 4 twos = 

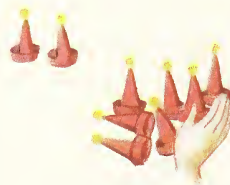
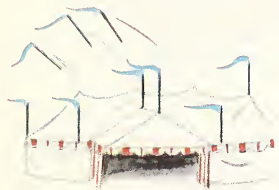
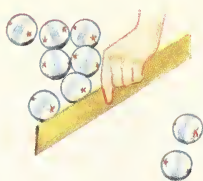
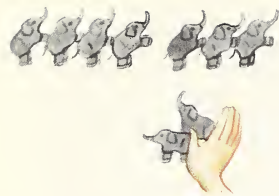
E 6 =  twos

F 6 = 2 

G 2 twos = 

H 8 =  fours







A  $1+8=9$

B  $8+1=9$

C  $2+7=9$

D  $7+2=9$

E  $3+6=9$

F  $6+3=9$

G  $4+5=9$

H  $5+4=9$

I  $9-8=1$

J  $9-7=2$

K  $9-6=3$

L  $9-5=4$

M  $9-4=5$

N  $9-3=6$

O  $9-2=7$

P  $9-1=8$

Q 3 threes = 9

R  $9=3$  threes

A 4 twos =

B  $6=$  threes

C  $9=3$

D  $8=$  fours

E  $6=2$

F  $8=4$

G 3 threes =

H 2 fours =

I 2 threes =

J  $9=$  threes

K  $7+2=$

L  $1+3=$

M  $9-4=$

N  $7-2=$

O  $9=6+$

P  $4+5=$

Q  $9-2=$

R  $4=2+$

S  $9=1+$

T  $9-5=$

A Add six cents and three cents.

B Subtract 7 quarts from 9 quarts.

C 1 quarter = nickels

D 2 nickels = 1

E 1 dime = cents

F 1 quarter = cents

G 1 quarter = 2 dimes and

H 4 pints = quarts

I 1 foot is shorter than inches.

J Nine toy houses – two toy houses =

K 3 frogs plus 6 frogs = frogs

L One child + eight children =

M Add two horses and six horses.

N Subtract four mice from eight mice.

O 4 quarters – 1 quarter =

P Seven men plus two men = men

Q Add 5 toy stands and 4 toy stands.

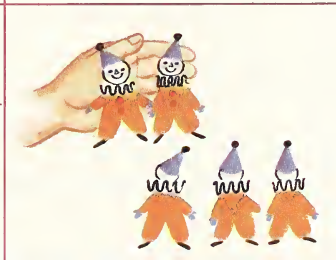
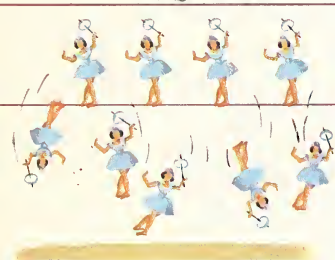
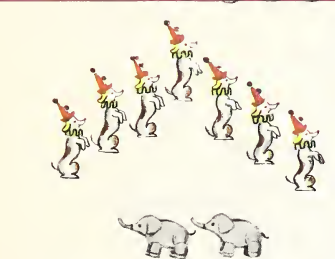
R Nine sleds minus three sleds =

S Eight clowns – two clowns = clowns

T Six squirrels + two squirrels =

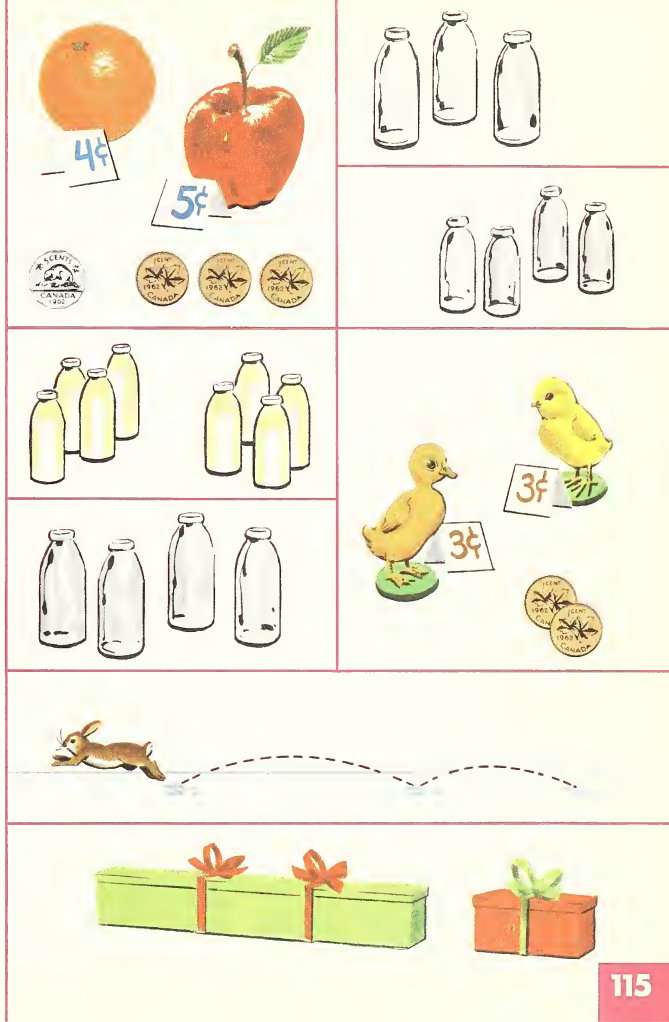
U Nine turtles – one turtle =

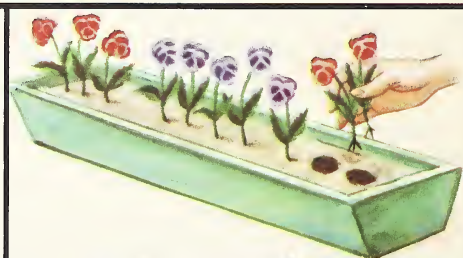
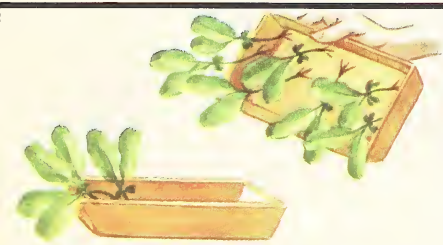
V 2 umbrellas + 2 umbrellas =



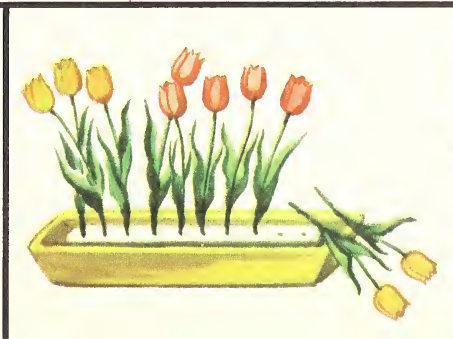
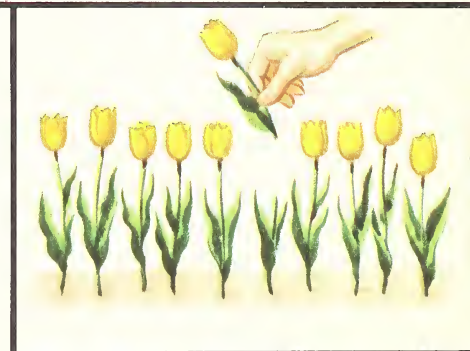
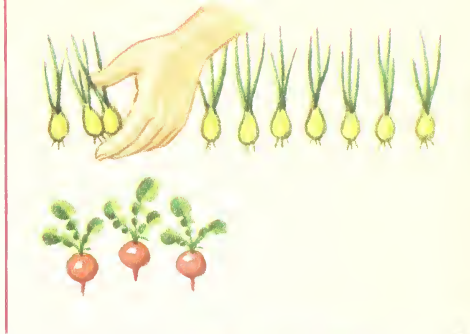
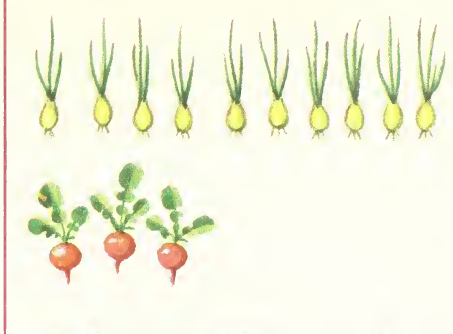
- A** How many elephants are there in all?  
 $5 \text{ elephants} + 4 \text{ elephants} = \rule{1cm}{0.4pt}$
- B** How many bears will be left?  
 $8 \text{ bears} - 6 \text{ bears} = \rule{1cm}{0.4pt} \text{ bears}$
- C** How many more dogs are there than elephants?  
 $7 \text{ dogs} - 2 \text{ dogs} = \rule{1cm}{0.4pt} \text{ dogs}$
- D** How many more dogs are needed for the stands?  
 $9 \text{ dogs} - 3 \text{ dogs} = \rule{1cm}{0.4pt}$
- E** How many dolls are left standing?  
 $9 \text{ dolls} - 5 \text{ dolls} = \rule{1cm}{0.4pt} \text{ dolls}$
- F** How many clowns are there in all?  
 $3 \text{ clowns} + 2 \text{ clowns} = \rule{1cm}{0.4pt} \text{ clowns}$
- G** How many horses are there in all?  
 $2 \text{ horses} + 5 \text{ horses} = \rule{1cm}{0.4pt} \text{ horses}$
- H** How many more clowns are there than blue balls?  
 $8 \text{ clowns} - 5 \text{ clowns} = \rule{1cm}{0.4pt} \text{ clowns}$

- A** The apple costs how much more than the orange?
- B** Nancy has how much more money than she needs to buy the apple?
- C** Nancy has how much more money than she needs to buy the orange?
- D** How much money in all do the apple and the orange cost?
- E** How many pints of milk can Carol put into the 3 quart bottles?
- F** How many quarts of milk can Carol put into the 4 pint bottles?
- G** How many quarts of milk can Don put into the 8 pint bottles?
- H** How many pints of milk can Don put into the 4 quart bottles?
- I** The chicken and the duck cost  $\equiv\text{¢}$  in all.
- J** Has Nancy enough money to buy the duck?
- K** She needs  $\equiv\text{¢}$  more to buy the duck.
- L**  $2\text{ feet} + 3\text{ feet} = \equiv\text{ feet}$
- M** Can Don put 3 red boxes as long as this one into the blue box?







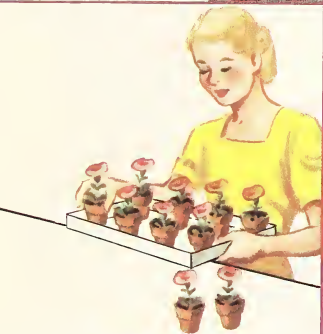




The man has 9 plants in the garden.  
 He has 1 more plant for the garden.  
 Then he will have  plants in the garden.  
 $9 \text{ plants} + 1 \text{ plant} = \text{ plants}$        $9 + 1 = \text{$

How many more white flowers are there  
 than blue flowers?

$10 \text{ white flowers} - 9 \text{ white flowers} = \text{$



There were 2 plants on the table.  
 8 more plants are being put on the table.  
 Then there will be  plants on the table.  
 $2 \text{ plants} + 8 \text{ plants} = \text{$        $2 + 8 = \text{$

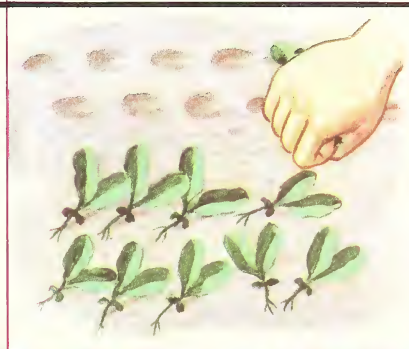
There were 10 yellow flowers in the garden.  
 Carol is taking away  yellow flowers.  
 Then  yellow flowers will be left.

$10 \text{ flowers} - 4 \text{ flowers} = \text{$        $10 - 4 = \text{$

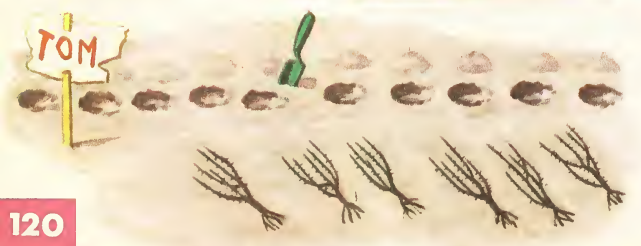
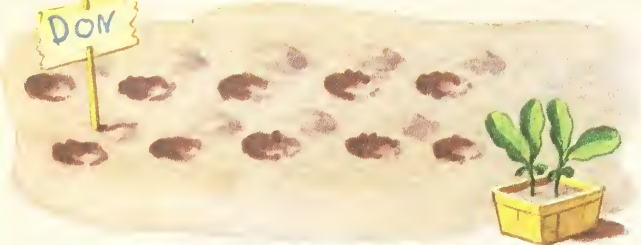


Ellen has 5 plants, and Carol has 5 plants.  
 How many plants do the girls have in all?  
 $5 \text{ plants} + 5 \text{ plants} = \text{$        $5 + 5 = \text{$

How many more red flowers are there  
 than white flowers?







Don needs  more plants for the garden.

$$10 \text{ plants} = 2 \text{ plants} + \text{  plants } 10 = 2 + \text{  }$$

$$10 \text{ plants} - 2 \text{ plants} = \text{  plants } 10 - 2 = \text{  }$$

Carol needs  more plants for the garden.

$$10 \text{ plants} = 7 \text{ plants} + \text{  plants } 10 = 7 + \text{  }$$

$$10 \text{ plants} - 7 \text{ plants} = \text{  plants } 10 - 7 = \text{  }$$

Nancy needs  more flowers to plant.

$$10 \text{ flowers} = 3 \text{ flowers} + \text{  flowers } 10 = 3 + \text{  }$$

$$10 \text{ flowers} - 3 \text{ flowers} = \text{  flowers } 10 - 3 = \text{  }$$

Tom needs  more plants for the garden.

$$10 \text{ plants} = 6 \text{ plants} + \text{  plants } 10 = 6 + \text{  }$$

$$10 \text{ plants} - 6 \text{ plants} = \text{  plants } 10 - 6 = \text{  }$$

$$\text{A } 6 + 4 = \text{  } \quad \text{I } 10 - 5 = \text{  } \quad \text{Q } 10 = 3 + \text{  }$$

$$\text{B } 2 + 8 = \text{  } \quad \text{J } 10 = 9 + \text{  } \quad \text{R } 10 - 8 = \text{  }$$

$$\text{C } 5 + 5 = \text{  } \quad \text{K } 10 = 7 + \text{  } \quad \text{S } 10 = 6 + \text{  }$$

$$\text{D } 9 + 1 = \text{  } \quad \text{L } 10 - 6 = \text{  } \quad \text{T } 10 - 3 = \text{  }$$

$$\text{E } 3 + 7 = \text{  } \quad \text{M } 10 - 2 = \text{  } \quad \text{U } 10 - 9 = \text{  }$$

$$\text{F } 8 + 2 = \text{  } \quad \text{N } 10 = 5 + \text{  } \quad \text{V } 10 = 8 + \text{  }$$

$$\text{G } 4 + 6 = \text{  } \quad \text{O } 10 = 1 + \text{  } \quad \text{W } 10 - 4 = \text{  }$$

$$\text{H } 7 + 3 = \text{  } \quad \text{P } 10 - 7 = \text{  } \quad \text{X } 10 - 1 = \text{  }$$



How many groups of bees are flying  
to the flower?

How many bees are in each group?

Now how many bees are on the flower?

5 groups of 2 bees = ~~~~~ 5 twos = ■■■



How many groups of birds are flying  
to the garden?

How many birds are in each group?

Now how many birds are in the garden?

2 groups of 5 birds = ~~~~~ 2 fives = ■■■

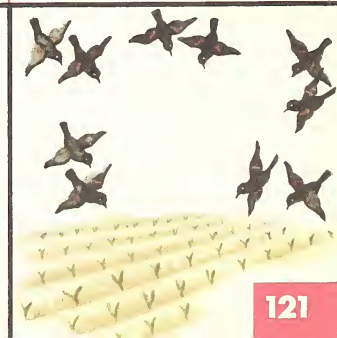


How many groups of bees are flying  
to the flower?

How many bees are in each group?

How many bees will be on the flower?

2 groups of 5 bees = ~~~~~ 2 fives = ■■■



How many groups of birds are flying  
to the garden?

How many birds are in each group?

How many birds will be in the garden?

5 groups of 2 birds = ~~~~~ 5 twos = ■■■



10 bees are on the red flower.

Now they are flying away in groups of 5.

How many groups of bees are flying away?

10 bees = 2 groups of 5 bees

10 = 2 fives

10 bees are on the blue flower.

Now they are flying away in groups of 5.

How many groups of bees are flying away?

10 bees = 2 groups of 5 bees

10 = 2 fives



How many rabbits are in the yard?

Now they are running away in groups of 5.

How many groups are running away?

10 rabbits = 2 groups of 5 rabbits

10 = 2 fives



A 6 = 2 twos

B 4 = 2 twos

C 10 = 2 fives

D 9 = 3 threes

E 8 = 2 fours

F 10 = 2 fives

G 4 = 2 twos


H 6 = 2 threes


I 8 = 4 twos

J 8 = 2 fours

Don is going to put the same number  
of flowers in each of 5 little boxes.

How many flowers will be in each box?


10 flowers = 5 groups of  flowers


10 = 5 groups of  10 = 5 ~~~~~

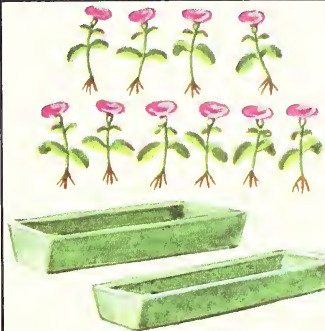



Carol is going to put the same number  
of flowers in each of 2 long boxes.

How many flowers will be in each box?


10 flowers = 2 groups of  flowers

10 = 2 groups of  10 = 2 ~~~~~



10 plants = 5 groups of  plants

10 = 5 groups of  10 = 5 ~~~~~

10 plants = 2 groups of  plants

10 = 2 groups of  10 = 2 ~~~~~



**A** 10 = 5 ~~~~~

**B** 6 = 2 ~~~~~

**C** 4 = 2 ~~~~~

**D** 10 = 2 ~~~~~

**E** 8 = 4 ~~~~~


**F** 6 = 3 ~~~~~

**G** 9 = 3 ~~~~~

**H** 8 = 2 ~~~~~

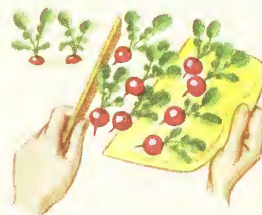
**I** 5 twos = 

**J** 3 threes = 

**K** 2 fours = 

**L** 2 fives = 







A  $1+9=10$

B  $9+1=10$

C  $2+8=10$

D  $8+2=10$

E  $3+7=10$

F  $7+3=10$

G  $4+6=10$

H  $6+4=10$

I  $5+5=10$

S 5 twos = 10

T 2 fives = 10

U  $10=5$  twos

V  $10=2$  fives

J  $10-1=9$

K  $10-2=8$

L  $10-3=7$

M  $10-4=6$


N  $10-5=5$


O  $10-6=4$


P  $10-7=3$


Q  $10-8=2$


R  $10-9=1$


A  $10=4+$  


B  $1+9=$  


C  $4-2=$  


D  $9-6=$  


E  $8=1+$  


F  $6+4=$  


G  $7+3=$  


H  $8=3+$  


I  $4+6=$  


J  $3+7=$  


K  $10-5=$  


L  $10-3=$  


M  $3+6=$  

N  $7+1=$  

A Ten pints =  quarts


B 4 quarts =  pints

C 1 foot =  inches

D 1 quarter =  nickels

E 1 dime =  ¢

F 1 quarter =  cents

G 1 dime =  nickels

H 1 quarter = 1 dime and 3 


I Add eight feet and two feet.


J Subtract seven mice from ten mice.

K Nine stands - four stands =  stands

L Ten clowns - nine clowns = 

M One inch + nine inches = 

N Nine quarters minus three quarters = 

O Two pigs plus seven pigs =  pigs

P Eight cows plus one cow =  cows

Q Ten beds minus nine beds = 

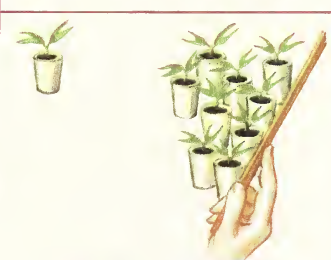
R Add eight frogs and two frogs.

S Subtract six sticks from nine sticks.

T Two turtles + eight turtles = 

U Ten bees minus six bees =  bees

V Three sticks + seven sticks = 



A Carol has  $\equiv$  more plants than flowers.  
10 plants—1 plant= $\equiv$  plants

B 3 plants are being put with  $\equiv$  plants.  
How many plants will there be in all?  
7 plants+3 plants= $\equiv$  plants

C How many white flowers are there in all?  
2 white flowers+7 white flowers= $\sim$


D How many yellow flowers will be left?  
10 yellow flowers—4 yellow flowers= $\sim$


E Don needs  $\equiv$  more plant for the 4 boxes.  
4 plants=3 plants+ $\equiv$  plant       $4=3+\equiv$   
4 plants—3 plants= $\sim$        $4-3=\equiv$


F 9 plants are being put with  $\sim$   
How many plants will there be in all?  
1 plant+9 plants= $\sim$        $1+9=\equiv$

G 8 red flowers+2 red flowers= $\sim$


H How many more red flowers are there  
than white flowers?  
9 red flowers—2 red flowers= $\sim$

**A** Tom will have  flowers in the box.  
 $7 \text{ flowers} + 2 \text{ flowers} = \text{~~~~~}$

**B** Billy needs  more blue flowers.  
 $10 \text{ flowers} = 8 \text{ flowers} + \text{~~~~~} \text{ flowers}$   
 $10 \text{ flowers} - 8 \text{ flowers} = \text{~~~~~}$

**C** Don is planting 1 more plant.  
 He will have  plants in the garden.  
 $8 \text{ plants} + 1 \text{ plant} = \text{~~~~~} \text{ plants}$

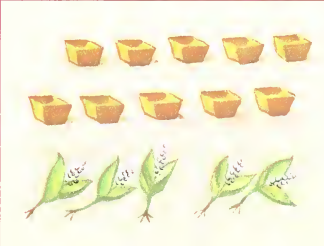
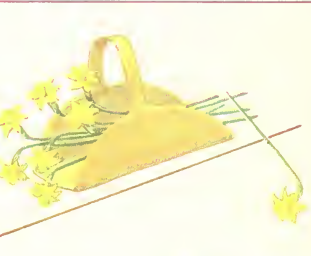
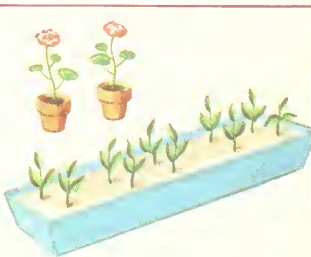
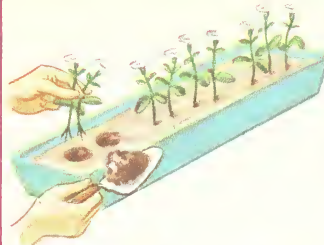
**D** There are how many more plants  
 in the box than red flowers?  
 $10 \text{ plants} - 2 \text{ plants} = \text{~~~~~} \text{ plants}$

**E** Carol will have  red flowers in all.  
 $3 \text{ red flowers} + 6 \text{ red flowers} = \text{~~~~~}$

**F** How many yellow flowers will be left?

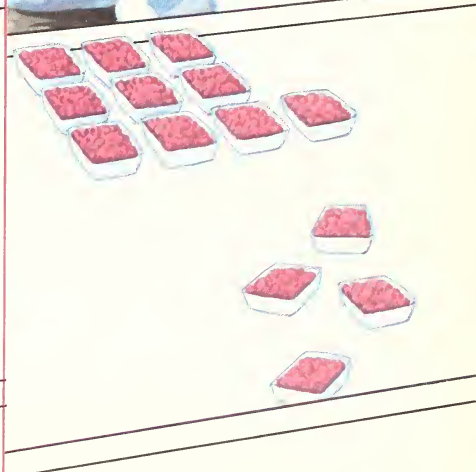
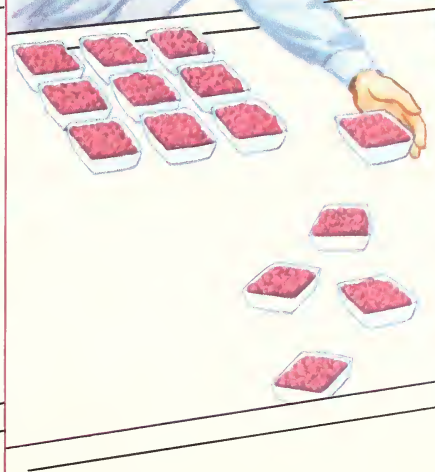
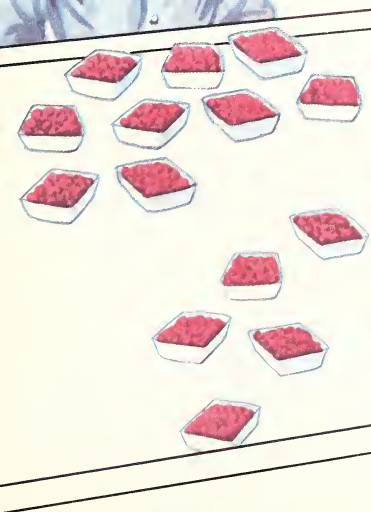
**G** How many more white flowers  
 are needed for the boxes?  
 $10 \text{ flowers} = 5 \text{ flowers} + \text{~~~~~} \text{ flowers}$   
 $10 \text{ flowers} - 5 \text{ flowers} = \text{~~~~~} \text{ flowers}$

**H** Don will have  plants on the table.



A $7+3=10$ $\begin{array}{r} 7 \\ +3 \\ \hline 10 \end{array}$	B $2+6=$ $\begin{array}{r} 2 \\ +6 \\ \hline \end{array}$	C $3+4=$ $\begin{array}{r} 3 \\ 4 \\ \hline \end{array}$	D $1+2=$ $\begin{array}{r} 1 \\ 2 \\ \hline \end{array}$	E $4+4=$ $\begin{array}{r} 4 \\ 4 \\ \hline \end{array}$	F $2+4=$ $\begin{array}{r} 2 \\ 4 \\ \hline \end{array}$	G $8+2=$ $\begin{array}{r} 8 \\ 2 \\ \hline \end{array}$
H $5+3=$ $\begin{array}{r} 5 \\ 3 \\ \hline \end{array}$	I $3+2=$ $\begin{array}{r} 3 \\ 2 \\ \hline \end{array}$	J $6+1=$ $\begin{array}{r} 6 \\ 1 \\ \hline \end{array}$	K $5+5=$ $\begin{array}{r} 5 \\ 5 \\ \hline \end{array}$	L $4+6=$ $\begin{array}{r} 4 \\ 6 \\ \hline \end{array}$	M $2+1=$ $\begin{array}{r} 2 \\ 1 \\ \hline \end{array}$	N $3+3=$ $\begin{array}{r} 3 \\ 3 \\ \hline \end{array}$
O $4+1=$ $\begin{array}{r} 4 \\ 1 \\ \hline \end{array}$	P $5+2=$ $\begin{array}{r} 5 \\ 2 \\ \hline \end{array}$	Q $3+7=$ $\begin{array}{r} 3 \\ 7 \\ \hline \end{array}$	R $4+5=$ $\begin{array}{r} 4 \\ 5 \\ \hline \end{array}$	S $4+2=$ $\begin{array}{r} 4 \\ 2 \\ \hline \end{array}$	T $6+3=$ $\begin{array}{r} 6 \\ 3 \\ \hline \end{array}$	U $1+1=$ $\begin{array}{r} 1 \\ 1 \\ \hline \end{array}$
A $7-3=4$ $\begin{array}{r} 7 \\ -3 \\ \hline 4 \end{array}$	B $10-4=$ $\begin{array}{r} 10 \\ -4 \\ \hline \end{array}$	C $3-2=$ $\begin{array}{r} 3 \\ 2 \\ \hline \end{array}$	D $5-3=$ $\begin{array}{r} 5 \\ 3 \\ \hline \end{array}$	E $9-1=$ $\begin{array}{r} 9 \\ 1 \\ \hline \end{array}$	F $6-4=$ $\begin{array}{r} 6 \\ 4 \\ \hline \end{array}$	G $5-1=$ $\begin{array}{r} 5 \\ 1 \\ \hline \end{array}$
H $5-2=$ $\begin{array}{r} 5 \\ 2 \\ \hline \end{array}$	I $8-7=$ $\begin{array}{r} 8 \\ 7 \\ \hline \end{array}$	J $4-2=$ $\begin{array}{r} 4 \\ 2 \\ \hline \end{array}$	K $9-6=$ $\begin{array}{r} 9 \\ 6 \\ \hline \end{array}$	L $2-1=$ $\begin{array}{r} 2 \\ 1 \\ \hline \end{array}$	M $6-3=$ $\begin{array}{r} 6 \\ 3 \\ \hline \end{array}$	N $10-5=$ $\begin{array}{r} 10 \\ 5 \\ \hline \end{array}$
O $7-5=$ $\begin{array}{r} 7 \\ 5 \\ \hline \end{array}$	P $10-7=$ $\begin{array}{r} 10 \\ 7 \\ \hline \end{array}$	Q $8-5=$ $\begin{array}{r} 8 \\ 5 \\ \hline \end{array}$	R $4-3=$ $\begin{array}{r} 4 \\ 3 \\ \hline \end{array}$	S $7-2=$ $\begin{array}{r} 7 \\ 2 \\ \hline \end{array}$	T $8-4=$ $\begin{array}{r} 8 \\ 4 \\ \hline \end{array}$	U $9-5=$ $\begin{array}{r} 9 \\ 5 \\ \hline \end{array}$

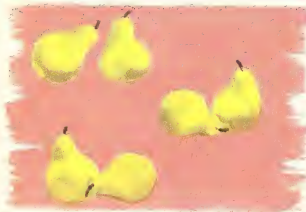
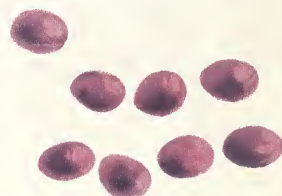
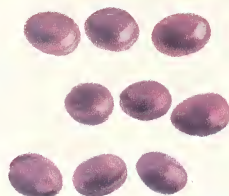
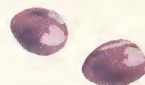
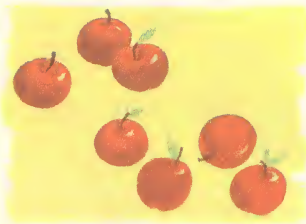




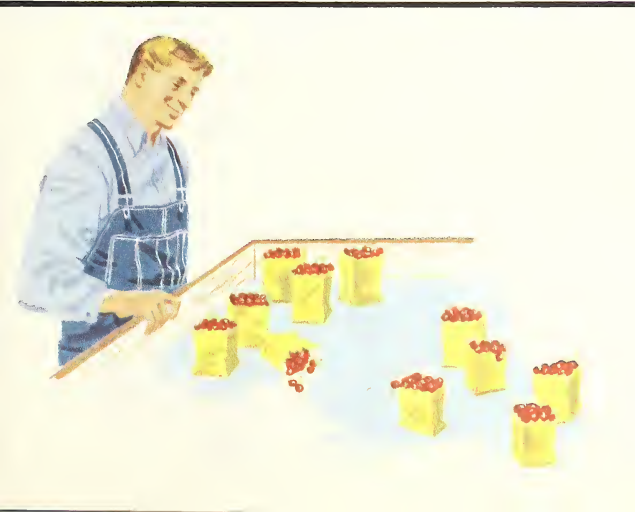


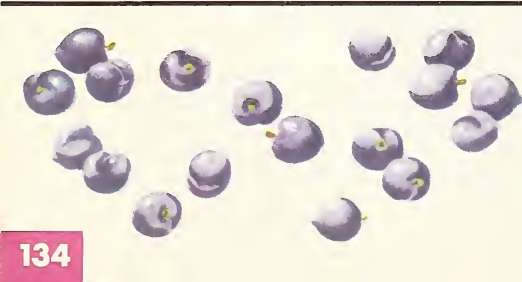
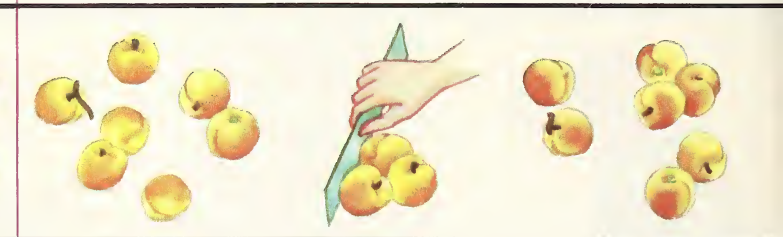


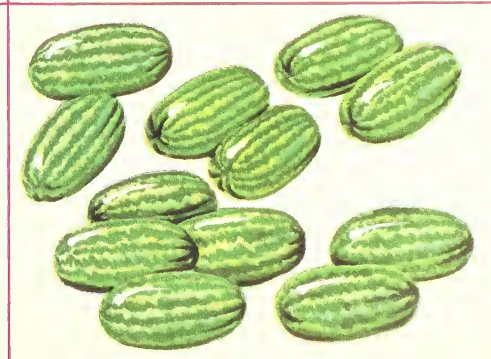
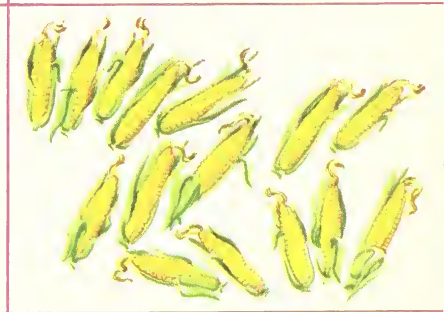
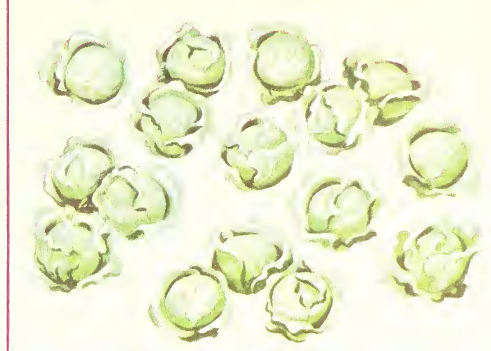




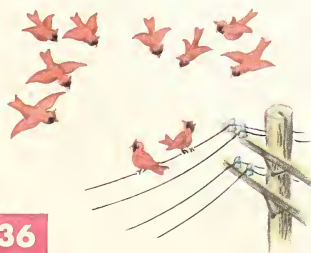
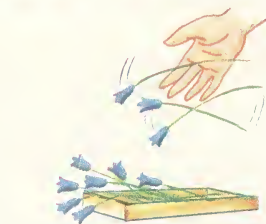












A  $\text{■} \text{■} \text{■} \text{ boxes} + \text{■} \text{■} \text{■} \text{ boxes} = \text{■} \text{■} \text{■} \text{ boxes}$

B  $\text{■} \text{■} \text{■} \text{ girls} + \text{■} \text{■} \text{■} \text{ girl} = \text{■} \text{■} \text{■} \text{ girls}$

C  $\text{■} \text{■} \text{■} \text{ birds} + \text{■} \text{■} \text{■} \text{ birds} = \text{■} \text{■} \text{■} \text{ birds}$

D  $\text{■} \text{■} \text{■} \text{ red chickens} + \text{■} \text{■} \text{■} \text{ red chickens} = \text{~~~~~}$

E  $\text{■} \text{■} \text{■} \text{ chickens} + \text{■} \text{■} \text{■} \text{ chickens} = \text{~~~~~}$

F  $\text{■} \text{■} \text{■} \text{ blue flowers} + \text{■} \text{■} \text{■} \text{ blue flowers} = \text{~~~~~}$

G  $\text{■} \text{■} \text{■} \text{ red birds} + \text{■} \text{■} \text{■} \text{ red birds} = \text{~~~~~}$

H  $\text{■} \text{■} \text{■} \text{ cars} + \text{■} \text{■} \text{■} \text{ cars} = \text{■} \text{■} \text{■} \text{ cars}$

A  $1 + 3 = \text{■} \text{■}$

I  $7 + 1 = \text{■} \text{■} \text{■}$

B  $2 + 7 = \text{■} \text{■} \text{■}$

J  $3 + 3 = \text{■} \text{■} \text{■}$

C  $5 + 4 = \text{■} \text{■} \text{■}$

K  $6 + 4 = \text{■} \text{■} \text{■}$

D  $6 + 3 = \text{■} \text{■} \text{■}$

L  $4 + 5 = \text{■} \text{■} \text{■}$

E  $1 + 9 = \text{■} \text{■} \text{■}$

M  $1 + 8 = \text{■} \text{■} \text{■}$

F  $2 + 2 = \text{■} \text{■}$

N  $5 + 5 = \text{■} \text{■} \text{■}$

G  $3 + 6 = \text{■} \text{■} \text{■}$

O  $9 + 1 = \text{■} \text{■} \text{■}$

H  $7 + 3 = \text{■} \text{■} \text{■}$

P  $2 + 7 = \text{■} \text{■} \text{■}$

Add

A  $\begin{array}{r} 4 \\ 6 \\ \hline \end{array}$

B  $\begin{array}{r} 1 \\ 3 \\ \hline \end{array}$

C  $\begin{array}{r} 5 \\ 5 \\ \hline \end{array}$

D  $\begin{array}{r} 2 \\ 8 \\ \hline \end{array}$

E  $\begin{array}{r} 5 \\ 4 \\ \hline \end{array}$

F  $\begin{array}{r} 8 \\ 1 \\ \hline \end{array}$



- A** How many more cookies are needed?
- B** How many more bottles of milk are needed?
- C** How many cookies will be left?
- D** How many orange cars will be left?
- E** How many more dolls are needed?
- F** How many blue cars will be left?
- G** Tom needs  $\text{¥}3$  more to buy the boat.
- H** Ellen needs  $\text{¥}3$  more to buy the bed.
- I** The bed will cost  $\text{¥}3$  more than the boat.

**A**  $9 - 2 = \text{¥}3$

**B**  $10 - 4 = \text{¥}6$

**C**  $10 - 1 = \text{¥}9$

**D**  $4 - 3 = \text{¥}1$

**E**  $9 = 7 + \text{¥}2$

**F**  $8 = 7 + \text{¥}1$

**G**  $9 - 8 = \text{¥}1$

**H**  $8 - 3 = \text{¥}5$

**I**  $4 - 2 = \text{¥}2$

**J**  $9 = 8 + \text{¥}1$

**K**  $10 - 7 = \text{¥}3$

**L**  $9 - 3 = \text{¥}6$

Subtract

$$\begin{array}{r} 5 \\ - 2 \\ \hline \end{array}$$

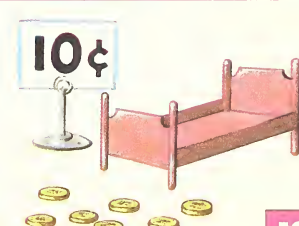
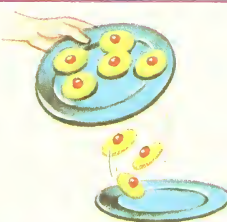
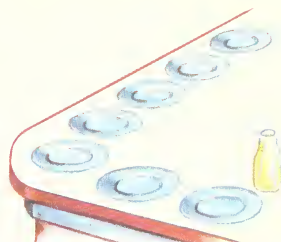
$$\begin{array}{r} 10 \\ - 2 \\ \hline \end{array}$$

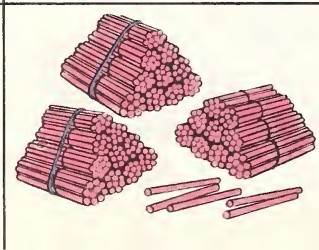
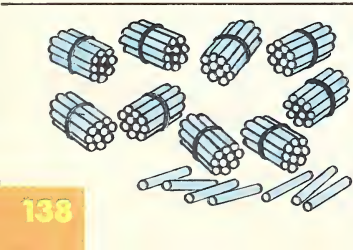
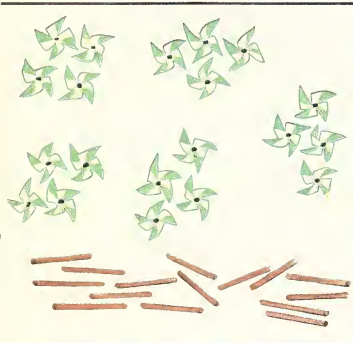
$$\begin{array}{r} 4 \\ - 3 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ - 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ - 3 \\ \hline \end{array}$$





- A** 2 groups of 5 birds = ten birds  
**B** 8 chickens = 2 groups of 4 chickens  
**C** 6 birds = 2 groups of 3 birds  
**D** 8 groups of 1 squirrel = 8 squirrels  
**E** Can you put 3 sticks with each group of 4 toys?

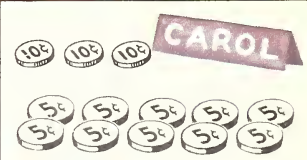
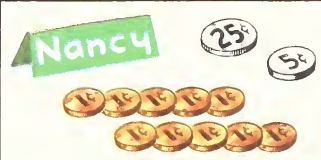
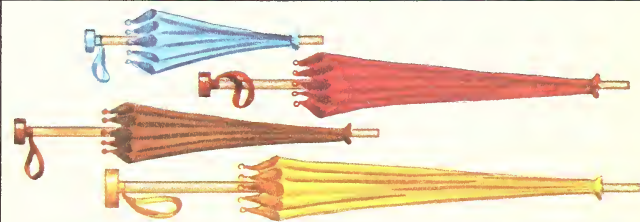
Are there enough sticks?

- F** Are there 2 blue umbrellas in each group of 3 umbrellas?  
**G** Are there 2 little umbrellas in each group of 3 umbrellas?  
**H** How many blue sticks are there?  
**I** How many red sticks are there?

- A** 3 threes = 9  
**B** 2 twos = 4  
**C** 2 fives = 10  
**D** 5 twos = 10  
**E** 4 twos = 8  
**F** 2 threes = 6  
**G** 3 twos = 6  
**H** 2 fours = 8  
**I** 8 = 4 fours  
**J** 6 = 3 twos  
**K** 10 = 5 twos  
**L** 4 = 2 twos  
**M** 9 = 3 threes  
**N** 8 = 4 twos  
**O** 10 = 2 fives  
**P** 10 = 5 twos

- A** Which red stick is just 1 inch long?
- B** Which blue stick is just 1 inch long?
- C** Are there enough quarts for the 5 pints?
- D** Are there enough pints for the 4 quarts?
- E** Which umbrella is just 4 inches long?
- F** Is the red umbrella shorter than or longer than 3 inches?
- G** Is the blue umbrella longer than or shorter than 2 inches?
- H** Is the brown umbrella longer than or shorter than 3 inches?
- I** Can Nancy buy a doll which costs 50¢?
- J** Can Carol buy a toy which costs 75¢?
- K** Can Billy buy a ball which costs 55¢?
- L** Don has . Carol has .

- A** 1 foot= inches
- B** 4 quarts= pints
- C** Ten pints= quarts
- D** 1 quarter=3 nickels and ~~~~~
- E** Ten cents=one nickel and ~~~~~
- F** 2 nickels= cents



Add

A

$$\begin{array}{r} 7 \\ 2 \\ \hline \hline \hline \end{array}$$

B

$$\begin{array}{r} 6 \\ 4 \\ \hline \hline \hline \end{array}$$

C

$$\begin{array}{r} 2 \\ 8 \\ \hline \hline \hline \end{array}$$

D

$$\begin{array}{r} 3 \\ 1 \\ \hline \hline \hline \end{array}$$

E

$$\begin{array}{r} 9 \\ 1 \\ \hline \hline \hline \end{array}$$

Subtract

A

$$\begin{array}{r} 8 \\ 3 \\ \hline \hline \hline \end{array}$$

B

$$\begin{array}{r} 10 \\ 1 \\ \hline \hline \hline \end{array}$$

C

$$\begin{array}{r} 9 \\ 8 \\ \hline \hline \hline \end{array}$$

D

$$\begin{array}{r} 8 \\ 2 \\ \hline \hline \hline \end{array}$$

E

$$\begin{array}{r} 10 \\ 6 \\ \hline \hline \hline \end{array}$$

F

$$\begin{array}{r} 7 \\ 3 \\ \hline \hline \hline \end{array}$$

G

$$\begin{array}{r} 2 \\ 6 \\ \hline \hline \hline \end{array}$$

H

$$\begin{array}{r} 3 \\ 7 \\ \hline \hline \hline \end{array}$$

I

$$\begin{array}{r} 6 \\ 2 \\ \hline \hline \hline \end{array}$$

J

$$\begin{array}{r} 3 \\ 1 \\ \hline \hline \hline \end{array}$$

F

$$\begin{array}{r} 9 \\ 5 \\ \hline \hline \hline \end{array}$$

G

$$\begin{array}{r} 10 \\ 8 \\ \hline \hline \hline \end{array}$$

H

$$\begin{array}{r} 4 \\ 3 \\ \hline \hline \hline \end{array}$$

I

$$\begin{array}{r} 9 \\ 1 \\ \hline \hline \hline \end{array}$$

J

$$\begin{array}{r} 8 \\ 7 \\ \hline \hline \hline \end{array}$$

K

$$\begin{array}{r} 2 \\ 7 \\ \hline \hline \hline \end{array}$$

L

$$\begin{array}{r} 4 \\ 6 \\ \hline \hline \hline \end{array}$$

M

$$\begin{array}{r} 3 \\ 5 \\ \hline \hline \hline \end{array}$$

N

$$\begin{array}{r} 8 \\ 1 \\ \hline \hline \hline \end{array}$$

O

$$\begin{array}{r} 7 \\ 2 \\ \hline \hline \hline \end{array}$$

K

$$\begin{array}{r} 10 \\ 2 \\ \hline \hline \hline \end{array}$$

L

$$\begin{array}{r} 9 \\ 6 \\ \hline \hline \hline \end{array}$$

M

$$\begin{array}{r} 9 \\ 2 \\ \hline \hline \hline \end{array}$$

N

$$\begin{array}{r} 10 \\ 4 \\ \hline \hline \hline \end{array}$$

O

$$\begin{array}{r} 8 \\ 1 \\ \hline \hline \hline \end{array}$$

P

$$\begin{array}{r} 4 \\ 5 \\ \hline \hline \hline \end{array}$$

Q

$$\begin{array}{r} 8 \\ 1 \\ \hline \hline \hline \end{array}$$

R

$$\begin{array}{r} 6 \\ 3 \\ \hline \hline \hline \end{array}$$

S

$$\begin{array}{r} 8 \\ 2 \\ \hline \hline \hline \end{array}$$

T

$$\begin{array}{r} 5 \\ 3 \\ \hline \hline \hline \end{array}$$

P

$$\begin{array}{r} 10 \\ 7 \\ \hline \hline \hline \end{array}$$

Q

$$\begin{array}{r} 9 \\ 4 \\ \hline \hline \hline \end{array}$$

R

$$\begin{array}{r} 4 \\ 2 \\ \hline \hline \hline \end{array}$$

S

$$\begin{array}{r} 10 \\ 3 \\ \hline \hline \hline \end{array}$$

T

$$\begin{array}{r} 10 \\ 5 \\ \hline \hline \hline \end{array}$$

U

$$\begin{array}{r} 1 \\ 9 \\ \hline \hline \hline \end{array}$$

V

$$\begin{array}{r} 3 \\ 6 \\ \hline \hline \hline \end{array}$$

W

$$\begin{array}{r} 7 \\ 1 \\ \hline \hline \hline \end{array}$$

X

$$\begin{array}{r} 5 \\ 4 \\ \hline \hline \hline \end{array}$$

Y

$$\begin{array}{r} 4 \\ 4 \\ \hline \hline \hline \end{array}$$

U

$$\begin{array}{r} 9 \\ 7 \\ \hline \hline \hline \end{array}$$

V

$$\begin{array}{r} 9 \\ 3 \\ \hline \hline \hline \end{array}$$

W

$$\begin{array}{r} 4 \\ 1 \\ \hline \hline \hline \end{array}$$

X

$$\begin{array}{r} 10 \\ 9 \\ \hline \hline \hline \end{array}$$

Y

$$\begin{array}{r} 8 \\ 5 \\ \hline \hline \hline \end{array}$$



# INSTRUCTIONS TO THE TEACHER AND CONCEPT CHART

## Purpose and Scope of This Book

*Numbers in Action* is designed to help teachers develop a rich and interesting number program in Grade 2. Used throughout the year either with the *Arithmetic Readiness Cards*<sup>1</sup>, *Our Number Workshop*<sup>2</sup>, and the films *The Meaning of Plus and Minus* and *The Number System*<sup>3</sup>, or independently, it leads the way to a systematic development of number concepts by non-formal, concrete methods. A carefully planned sequence of pictures is used (1) to introduce each new concept in a natural setting at the child's level of interest and understanding, (2) to provide a psychologically sound way of bridging the gap between the use of concrete objects and abstract symbolism. A number program based on these principles was developed for Grade 1 in *Numbers We See*<sup>4</sup>. This program enabled the child to acquire the meaning of the spoken word before he was required to recognize the written symbol. *Numbers in Action* continues this program and introduces those actions which give meaning to symbols such as "+" and "-".

Problem solving is considered to be the primary objective of a modern arithmetic program. For this reason *Numbers in Action* introduces the following three phases of problem solving:

1. *Recognizing the action:* learning that some situations use a combining action and others a separating action, thereby leading to generalized concepts of addition, subtraction, multiplication, and division.

2. *Using symbols to express the situation:* learning to represent addition and subtraction situations by using number symbols (4, 5, 6, 7, etc.) and action symbols (+, -).

3. *Processing number symbols:* using regrouping procedures and developing reasonable facility of response when using number symbols.

To insure that the child will achieve maximum success in problem solving, *Numbers in Action* develops five fundamental number ideas.

**1** Correspondence: relating one object to one object, one-to-ten, one-to-twelve, two-to-three, and others. (Pages devoted to this phase are indicated by blue blocks in the book.)

**2** Number relationships: developing the basic facts relating to those groups (of 10 or fewer) taught in *Numbers We See*; preparing for basic facts involving groups up to eighteen by regrouping by tens and ones. (Indicated by red.)

**3** Number system: grouping objects by tens and hundreds to represent numbers to 999 leading to an understanding of the written notation of our number system. (Indicated by orange.)

**4** Measurement: developing the concept of a standard unit; introducing the standard units *inch*, *foot*, *quart*, and *pint*. (Indicated by green.)

**5** Money: recognizing coins (cent, nickel, dime, quarter); counting money by tens, fives, and ones to fifty-four cents, and by tens and ones to ninety-nine cents; establishing the relationships among coins. (Indicated by gray.)

The basic number ideas are introduced by means of a sequence of pictures. These ideas can be made clear through group discussions and by a variety of manipulative activities based on the pictures. The picture sequences show all the actions which take place in the number situations generally introduced in Grade 2. Short picture sequences, and single pictures, have been woven into the program in order to develop the ability to imagine actions—actions which eventually are represented by symbols on the printed page. A complete discussion of the points made here, as well as many interesting ways to use this book, will be found in the Teacher's Notes beginning on page 145 of the Teacher's Edition.

<sup>1</sup> *Arithmetic Readiness Cards Set 1: Grouping; Set 2: Number System*, by Maurice L. Hartung, Henry Van Engen, and Helen Palmer. Scott, Foresman and Company.

<sup>2</sup> *Our Number Workshop 2*, by Maurice L. Hartung, Henry Van Engen, and Catharine Mahoney. Scott, Foresman and Company.

<sup>3</sup> *The Number System and The Meaning of Plus and Minus*, each eleven minutes in full color available from Encyclopaedia Britannica Films Inc., Toronto, Ontario. These films were produced by Encyclopaedia Britannica Films Inc. in collaboration with the authors of *Numbers in Action*.

<sup>4</sup> *Numbers We See*, by Maurice L. Hartung, Henry Van Engen, Anita Riess, Catharine Mahoney, and A. B. Evenson. W. J. Gage Limited.

## Concept Chart

The following chart gives in brief form for each page the skills and concepts that are developed. The color band indicates for each page the area of content to which it belongs. An explanation of this color code is given on page 141. A detailed explanation of the objective for each page will be found in the directions for teaching the page. These directions begin on page 151 of the Teacher's Edition.

### Page Concepts and Skills

3	Review of one-to-one correspondence as readiness for counting
4	Review of one-to-one, one-to-two, and two-to-one correspondence
5	Review of the recognition of the groups 2, 3, and 4
6	Review of the recognition of the even number groups 6, 8, and 10
7	Review of the recognition of the odd number groups 5, 7, and 9
8	Review of positional meaning of 1 to 10; recognition of number symbols and words 1 to 10
9	Recognition of number symbols and number words 1 to 10 with emphasis on numerosity
10	Positional meaning of 1 to 10; emphasis on location by use of two directions
11	Identification of cent, nickel, and dime; counting amounts of money to total of 10 cents
12	The 5 group; completed action for the combining of two groups
13	The 5 group; imagined action for the combining of two groups
14	The 5 group; symbolism for the combining of two groups
15	The 5 group; completed action for separating into two groups; remainder idea only
16	The 5 group; imagined action for separating into two groups; remainder idea only
17	The 5 group; symbolism for separating into two groups; remainder idea only
18	The 5 group; pictorial problem situations for combining and separating actions
19	The 5 group; pictorial problem situations for combining and separating actions; symbolism
20	The 3 group; completed action for the combining of and separating into two groups

### Page Concepts and Skills

21	The 3 group; imagined action for the combining of and separating into two groups; symbolism
22	The 7 group; completed action for the combining of two groups
23	The 7 group; imagined action for the combining of two groups
24	The 7 group; symbolism for the combining of two groups
25	The 7 group; completed action for separating into two groups; remainder idea only
26	The 7 group; imagined action for separating into two groups; remainder idea only
27	The 7 group; symbolism for separating into two groups; remainder idea only
28	The 3, 5, and 7 groups; pictorial problem situations for combining and separating actions
29	The 3, 5, and 7 groups; pictorial problem situations and symbolism; combining and separating
30	Introduction of the plus sign; further symbolism for 3, 5, and 7 groups; combining action
31	Introduction of the minus sign; further symbolism for 3, 5, and 7 groups; separating action
32	The 3, 5, and 7 groups; pictorial problem situations for combining and separating actions
33	The 3, 5, and 7 groups; symbolism for and practice with combining and separating actions
34	The 3, 5, and 7 groups; pictorial problem situations; symbolism for combining and separating
35	Number system; completed action for grouping by tens and ones
36	Number system; symbolism with tollies for groups of tens and ones
37	Number system; symbolism with numbers for groups of tens and ones
38	Number system; symbolism with numbers for the decades 10 to 90
39	Number system; symbolism for the numbers within the second decade 11 to 19
40	Number system; symbolism for the numbers within the decades 20 to 99
41	Number system; changed symbolism for groups increased by one and by a group of ten
42	Number system; changed symbolism for groups decreased by one and by a group of ten
43	Money; relation of money system to number system; counting by tens and ones to 99 cents
44	Money; counting cents, nickels, dimes by tens and ones to 99 cents

### Page Concepts and Skills

45	Money; pictorial problem situations involving cents, nickels, and dimes
46	The 6 group; completed action for the combining of two groups
47	The 6 group; imagined action for the combining of two groups
48	The 6 group; symbolism for the combining of two groups
49	The 6 group; completed action for separating into two groups; remainder idea only
50	The 6 group; imagined action for separating into two groups; remainder idea only
51	The 6 group; symbolism for separating into two groups; remainder idea only
52	The 6 group; completed and imagined action for the combining of equal groups
53	The 6 group; action for separating into equal groups; finding how many groups
54	The 6 group; symbolism for combining equal groups and separating into equal groups
55	Introduction of the equals sign; further symbolism for the 5, 6, and 7 groups
56	The 3, 5, 6, and 7 groups; pictorial problem situations
57	The 3, 5, 6, and 7 groups; complete table of basic facts in abstract form; practice
58	Measurement; situations requiring a standard unit
59	Measurement; concept of the inch; use of 1-inch to 4-inch models; comparison by measurement
60	Measurement; concept of the foot; use of the foot ruler marked in inches
61	Measurement; establishing the need for standard units to measure capacity
62	Measurement; concept of quart and pint; relationship between quart and pint
63	Comparing two groups by subtraction; completed action to show why subtraction is used
64	Comparing two groups by subtraction; imagined action to show why subtraction is used
65	Comparing two groups by subtraction; symbolism; 3, 5, 6, and 7 groups
66	Comparing two groups by subtraction; pictorial problem situations; further symbolism
67	Finding how many more are needed; completed action to show why subtraction is used
68	Finding how many more are needed; imagined action to show why subtraction is used

Page	Concepts and Skills
69	Finding how many more are needed; imagined action to show why subtraction is used; symbolism
70	Finding how many more are needed; further symbolism; 3, 5, 6, and 7 groups
71	The 3, 5, 6, and 7 groups; pictorial problem situations for combining and separating
72	Review of basic facts for the 3, 5, 6, and 7 groups; symbolism
73	The 8 group; completed and imagined action for the combining of two groups
74	The 8 group; completed and imagined action for separating into and comparison of two groups
75	The 8 group; symbolism for combining, separating into, and comparison of two groups
76	The 8 group; completed action for finding how many more are needed
77	The 8 group; imagined action and symbolism for finding how many more are needed
78	The 8 group; completed and imagined action for the combining of equal groups; symbolism
79	The 8 group; action for separating into equal groups; finding how many groups; symbolism
80	The 8 group; completed action for separating into equal groups; finding size of groups; symbolism
81	The 8 group; imagined action for separating into equal groups; finding size of groups; symbolism
82	The 8 group; pictorial problem situations; combining and separating actions
83	The 8 group; table of basic facts; practice with all groups taught
84	The 2 and 4 groups; action for combining of two groups; action for separating into two groups
85	The 4 group; action for combining two equal groups and separating into two equal groups; symbolism
86	Foundation for ratio concept; identifying equal groups with equal number of similar objects
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89	Pictorial problem situations; combining and separating actions; practice
90	Number system; completed action for grouping by tens and ones; preparation for hundreds
91	Number system; completed action for grouping by hundreds, tens, and ones
92	Number system; symbolism with tallies and numbers for groups of hundreds, tens, and ones

Page	Concepts and Skills
93	Number system; symbolism with numbers for the hundreds 100 to 900
94	Number system; symbolism with numbers for the decades within the hundreds
95	Number system; changed symbolism for groups increased by one, a group of 10, and a group of 100
96	Number system; changed symbolism for groups decreased by one, a group of 10, and a group of 100
97	Money; pictorial problem situations involving combining and separating actions; comparing
98	Money; counting nickels and pennies by fives to 50 cents; counting by fives
99	Money; counting nickels and pennies by fives and ones to 54 cents; counting by fives and ones
100	Money; introduction of quarter; relationships between the quarter and the nickel and penny
101	Money; relationships between quarter and dime, nickel and penny; counting by tens and fives
102	Money; counting one quarter, dimes, nickels, and pennies by tens, fives, and ones
103	Money; pictorial problem situations; counting and comparing amounts of money
104	Fractions; distinguishing between parts that are halves and not halves, fourths and not fourths
105	Fractions; distinguishing between parts that are halves and not halves, fourths and not fourths
106	The 9 group; completed and imagined action for the combining of two groups
107	The 9 group; completed and imagined action for separating into and comparison of two groups
108	The 9 group; symbolism for combining, separating into, and comparison of two groups
109	The 9 group; completed action for finding how many more are needed
110	The 9 group; imagined action and symbolism for finding how many more are needed
111	The 9 group; action and symbolism for combining equal groups and separating into equal groups
112	The 9 group; pictorial problem situations; combining and separating actions
113	The 9 group; table of basic facts; practice with all groups taught
114	Pictorial problem situations and symbolism; combining and separating actions
115	Pictorial problem situations; money; measurement, basic facts
116	The 10 group; completed and imagined action for the combining of two groups

Page	Concepts and Skills
117	The 10 group; completed and imagined action for separating into and comparison of two groups
118	The 10 group; symbolism for the combining, separating into, and comparison of two groups
119	The 10 group; completed action for finding how many more are needed
120	The 10 group; imagined action and symbolism for finding how many more are needed
121	The 10 group; action and symbolism for combining equal groups
122	The 10 group; action and symbolism for separating into equal groups; finding number of groups
123	The 10 group; action and symbolism for separating into equal groups; finding size of groups
124	The 10 group; pictorial problem situations; combining and separating actions
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127	Pictorial problem situations and symbolism; combining and separating actions
128	Vertical form for the addition and subtraction basic facts
129	Preparation for higher decade basic facts; regrouping by 10 and groups smaller than 10
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140	Inventory and review; practice with addition and subtraction basic facts in vertical form

## Summary of Mathematical Content

### Numbers and the number system

One-to-one correspondence

One-to-two and two-to-one correspondence

Ordinal use of numbers 1 to 10

Recognition of groups of 3, 5, 7, 9, and their common

characteristics

Recognition of groups of 2, 4, 6, 8, 10, and their common

characteristics

Counting by ones (from any starting point) to 999

Counting by tens (from any starting point) to 990

Counting by fives to 50

Reading and writing numbers to 999

Place value through hundreds

Readiness for concept of ratio

### Addition of whole numbers

Concept of addition

Basic facts through sums of 10

Regrouping quantities of 11 to 18 as readiness for  
the higher decade basic facts

### Subtraction of whole numbers

Concept of subtraction

Basic facts through minuends of 10

Regrouping quantities of 11 to 18 as readiness for  
the higher decade basic facts

Comparison of two groups by subtraction

Finding how many more are needed

### Multiplication

Readiness for concept of multiplication

Basic facts through products of 10 (informal)

### Division

Readiness for concept of division (situations with  
number of groups unknown and situations with  
number in each group unknown)

Basic facts through dividends of 10 (informal)

### Measurement

Concept of standard unit

Inch, foot, and their relationship

Pint, quart, and their relationship

### Money

Recognition of cent (penny), nickel, dime, and quarter

Value relationships among these coins

Counting money by fives and ones to 54 cents

Counting money by tens and ones to 99 cents

### Fractions

Recognition of  $\frac{1}{2}$  and  $\frac{1}{4}$  of one thing

## Vocabulary List

This list contains all 158 words included in *Numbers in Action*. For children who have completed the Basic Reading Series through *Our New Friends*, only the 63 words printed in boldface type will be new.

8	eight	took	subtract	66	_____
	five	toy	you	69	beds
	four	were	45 Ellen		buy
	nine	19 birds	less		needs
	one	chickens	money		she
	seven	kittens	Nancy	70	_____
	six	oranges	pennies	71	had
	ten	21 apples	than	72	cents
	three	Billy	Tom		dime
	two	boats	48 made		feet
14	and	bottles	an		nickels
	are	child	sleds	75	mice
	be	children	snowmen		turtles
	dogs	Don	51 equal	77	blocks
	eating	for	pictures		horses
	how	has	54 ducks	78	frogs
	in	have	each	80	number
	is	he	flying		same
	many	put	groups	83	_____
	more	some	now	85	_____
	pig	with	pond	89	_____
	plus	24 big	they	97	cost
	rabbits	box	55	_____	much
	running	can	57	_____	103 enough
	squirrels	caokies	59 as	108	blue
	the	this	inch		elephants
	then	27 all	inches		red
	to	boxes	just	110	clowns
	will	from	long	111	_____
	yard	man	longer	113	quarter
17	a	taking	umbrella	114	_____
	away	there	which	115	milk
	ball	29 bags	60 foot	118	garden
	bays	plants	little	120	_____
	Carol	at	or	121	bees
	cars	standing	shorter	122	_____
	dolls	store	table	123	_____
	girls	31 da	62 pints	125	sticks
	going	33 baskets	quart	126	_____
	house	books	65 bears	127	_____
	left	cows	brown	136	_____
	minus	men	flowers	137	_____
	of	wagons	white	138	_____
	playing	34 add	yellow	139	_____





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23, 39, 46, 54,  
55, and 66.

Use with *Numbers in Action*, pages 6,  
7, 11, 18, 28, 44, 82, 102, 105,  
112, and 124.

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pages 19, 27, 68, and 69.  
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